



# DESIGN RECOMMENDATIONS

## Family Child Care Homes

DECEMBER 2021



REINVESTMENT  
FUND



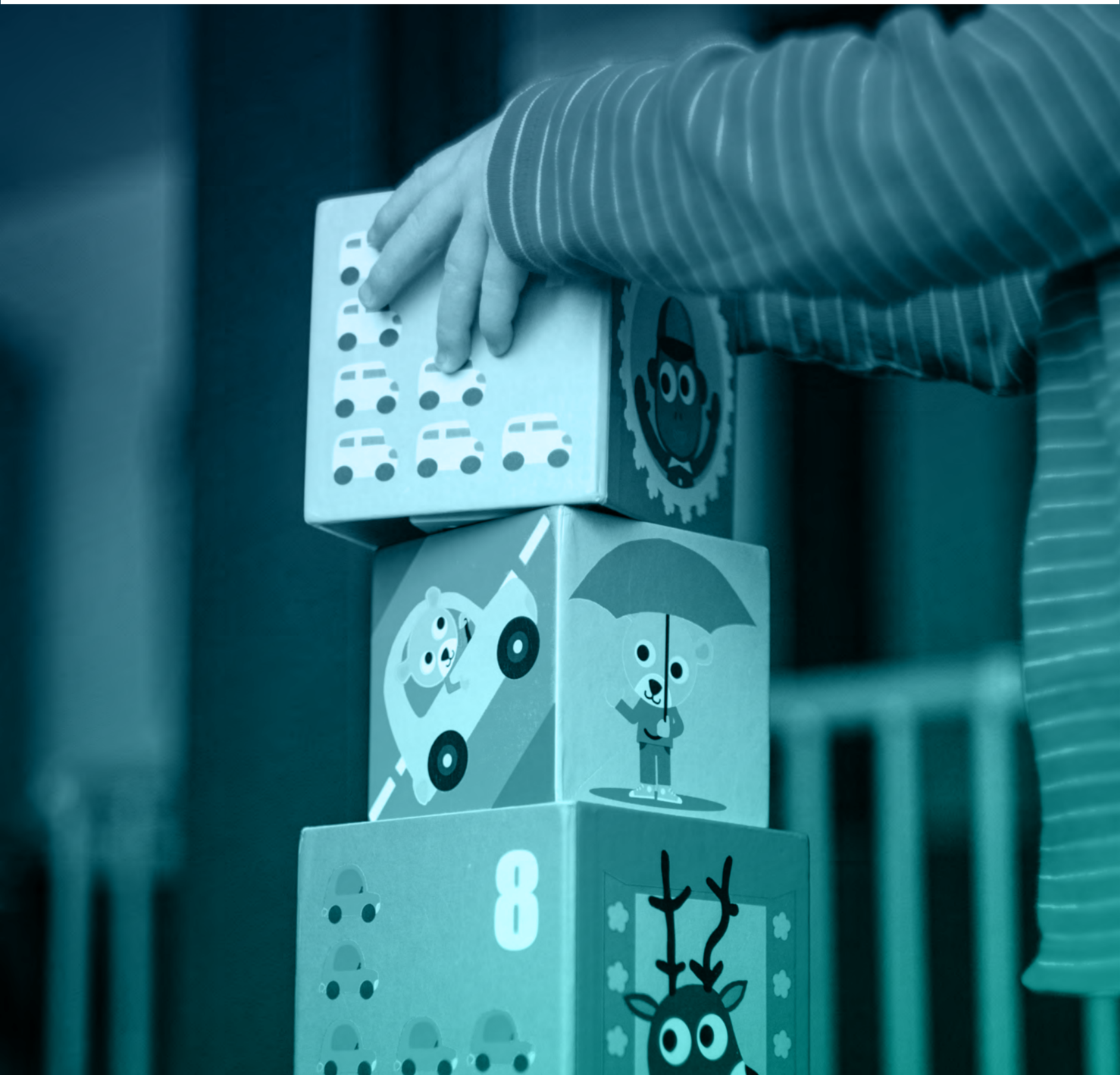
This reference guide provides information on the planning and design of high-quality early childhood spaces that conform to the licensing regulations of the New Jersey Department of Children and Families, Office of Licensing (OOL), the State of New Jersey and within Mercer County.

# Contents

<b>Learning Environments Design Overview</b>	<b>4</b>
<b>How to Become a Family Child Care Provider</b>	<b>6</b>
<b>Design Considerations</b>	<b>8</b>
General Design	9
Ratio and Group Size	9
Food/Nutrition	11
Windows	11
Doors	12
Heating, Ventilation and Air Conditioning (HVAC)	12
Plumbing and Accessories	13
Restrooms	14
Electrical	15
Fire Protection	16
Security	17
General Health and Safety	18
Pets and Animals	19
Furnishings	19
Program Spaces	21
Facilities Operating at Nontraditional Hours	26
Facility Upkeep and General Health and Safety Services	28
Outdoor Play Spaces/Playgrounds	31
<b>Acknowledgments</b>	<b>34</b>
<b>Appendices</b>	<b>36</b>
Appendix 1: Grow NJ Kids Self-Assessment and Guidance	36
Appendix 2: FCCERS Materials Checklist	100
Appendix 3: Daily Playground Checklist	112



# Learning Environment Design Review



This reference guide supports the concept that a Family Child Care Home should encourage a child's social, physical, intellectual, creative, cultural, and emotional development through play and learning in a healthy, stimulating, aesthetically pleasing environment. This guide also supports the concept that a Family Child Care Home should comfortably accommodate adults who may occupy or access the home (i.e., teachers, other personnel and parents). The design of the home space should highlight the high-quality early childhood care, education, mission, and vision of the program. In addition, this reference manual will encourage you to consider what you may want to include in your design when considering or selecting elements that will translate into quality enhancements and learning program and facility-related efficiencies for your family child care program as well as meet basic licensing requirements.

*Family Child Care Home: The private residence of the family child care provider in which child care services are provided to no fewer than three and no more than five children at any one time for no fewer than 15 hours per week, except that the Department shall not exclude a family child care home with fewer than three children from voluntary registration.*

This guide may provide a current operating childcare provider or a prospective provider with information for the planning and design of early childhood spaces that conform to the licensing regulations of the New Jersey Department of Children and Families, Office of Licensing. This guide applies to providers that seek to:

- expand or renovate interior program spaces in a currently licenses Family Child Care Home
- renovate or reconfigure infant and toddler learning program areas
- purchase or reconfigure infant and toddler furniture, equipment and materials
- renovate or expand exterior facility attributes or outdoor spaces for a currently licensed Family Child Care Home.

References throughout this guide will be made to the National Association for the Education of Young Children (NAEYC), the Environment Rating Scale (ERS), and Caring for Our Children (CFOC), Early Head Start/Head Start Performance Standards (EHS/HS), as well as other resources that may apply to programs operating in the State of New Jersey and within Mercer County. In addition to published resources, the authors and consultants experience of working in the early childhood field has contributed to many of the recommendations herein.

NOTE: The information contained related to some renovations of a Family Child Care Home should be reviewed with professionals such as architects, engineers, zoning officials, and other licensing agencies that have jurisdiction over Family Child Care Homes prior to planning for a construction project.

# How to Become a Family Child Care Provider



Child Care Connection is the child care resource and referral (CCR&R) for Mercer County, New Jersey. As the CCR&R for the county, Child Care Connection administers Family Child Care (FCC) Registration. In addition to overseeing the FCC registration process, Child Care Connection inspects and monitors the home of family child care providers for continued compliance with State regulations.

### **TO OBTAIN A CERTIFICATION OF REGISTRATION, FCC PROVIDERS MUST:**

1. Complete an application package which includes:
  - a. Provider Application
  - b. Criminal Conviction Disclosures
  - c. Provider Health Examination Form
  - d. Two references
  - e. Child Abuse Record Information (CARI) Consent Forms (must be submitted electronically)
2. Attend the mandatory orientation class
3. Complete a home inspection
4. Pay a \$25 registration fee
5. Attend 18 hours of training including:
  - a. 6 hours of CPR/First Aid training
  - b. 12 hours of training through Child Care Connection.

The Certification of Registration is valid for three years and should be posted in a prominent location within the family child care home. Providers must comply with monitoring inspections which will be conducted at least once every two years.

### **RENEWAL OF A CERTIFICATION OF REGISTRATION:**

1. No later than 90 days prior to expiration of the current Certification of Registration, Child Care Connection will send a renewal application to the provider.
2. No later than 45 days prior to the expiration of the current Certification of Registration, the provider shall:
  - a. Submit the completed application package (see application package details above)
  - b. Participate in a home inspection
  - c. Provide documentation of attendance at 20 hours of in-service training (other than first aid or CPR training) during the last 3 year registration period



# Design Considerations





# General Design

Each home's licensed program space will be the primary space where the children will spend most of their day with creative experiences, active play, eating and resting. The design of a space must consider the safety of children and teachers and always allow for proper supervision of the children. The quality and selection of the equipment for each classroom age group should provide for all areas of interest as prescribed by the Family Child Care Environmental Rating Scale (FCCERS), NAEYC and the Early Head Start program to ensure the goal of a high-quality program for children.

## Regulatory Requirements

1. The Family Child Care Home must be the private residence of the provider.
2. Adequate floor space is available for children's activities including both active and quiet play for individual and group activities. (N.J.A.C. 3A:54-6.3(a)1)
3. Program space shall not include the food preparation areas within the kitchen, bathrooms, hallways, stairways, closets, laundry rooms or areas, furnace rooms and storage spaces. (N.J.A.C. 3A:54-6.3(a)1)

## Best Practice Recommendations

1. Space allows many play materials to be accessible at the same time.
2. Ample indoor space for child care, children and play materials, and adults can move around freely.
3. Ample space for equipment needed by children with disabilities.
4. Spacious open area for children to play.
5. Space for children is accessible to all children and adults with disabilities currently using child care space.

# Ratio and Group Sizes

## Regulatory Requirements

1. The provider shall care for no more than 5 children at any one time. (N.J.A.C. 3A:54-6.1(a))
2. Up to three additional children, a maximum of 8 children can be approved only if:

- a. The additional children reside with the provider or the alternate provider, or substitute provider and are below the of 6 years. Children over 6 years of age will not be included in the limit of children.
  - b. The additional children reside with the alternate provider, the substitute provider or the provider assistant, and receive care in the family child care home for no payment. The alternate provider, the substitute provider or the provider assistant shall be present when any child who resides with that person is present.
- 3. The maximum number of children in care may be restricted when (N.J.A.C. 3A:54-6.19(c)):
  - a. The useable indoor and outdoor space does not permit safety and comfort.
  - b. There is insufficient equipment to meet the needs of the children.
  - c. The number and ages of the providers own children limit the ability to provide adequate supervision.
  - d. There are additional responsibilities of the provider to care for other household members.
  - e. There are restrictions regarding the fire, zoning, health, environmental or other codes.
  - f. Other factors that may cause a risk to a child's health, safety, or welfare such as damage to the home, construction, or renovations.
- 4. The provider shall care for no more than the following numbers of infants and toddlers unless a second caregiver is present:
  - a. Three children below one year of age.
  - b. Four children below two years of age, of whom no more than two shall be below one year of age.
- 5. Both the provider and a second caregiver (either the alternate provider, substitute provider or provider assistant) shall be present whenever one or more children below six years of age are present in addition to the maximum number of infants or toddlers specified above.
- 6. Both the provider and a second caregiver (either the alternate provider, substitute provider or provider assistant) shall be present whenever one or more children below six years of age are present in addition to the maximum number of infants or toddlers specified above.

## Best Practice Recommendations

- 1. The small family child care home caregiver/teacher child:staff ratios should conform to the following table (CFOC 1.1.1.1.):

#### Home Caregiver/Teacher Child:Staff Ratios

If the family child care home caregiver/teacher has no children under two years of age in care,	→	Then the family child care home caregiver/teacher may have one to six children over two years of age in care
If the family child care home caregiver/teacher has one child under two years of age in care,	→	Then the family child care home caregiver/teacher may have one to three children over two years of age care
If the family child care home caregiver/teacher has two children under two years of age in care,	→	Then the family child care home caregiver/teacher may have no children over two years of age in care

## Food and Nutrition

Providers must ensure that all enrolled children receive nutritional meals that have been prepared by either the parent, the provider or a third-party vendor. If using a vendor, the provider must ensure that the vendor is licensed, registered, certified, or otherwise approved, as appropriate by the local or county health department or State Department of Health.

## Windows

### Regulatory Requirements

1. Adequate ventilation is provided by means of open windows, fans, air conditioning or other mechanical ventilation systems.

### Best Practice Recommendations

1. Natural light and ventilation can be controlled as needed (e.g., adjustable blinds or curtains for nap area; windows can be opened; ventilating fan in bathroom).



# Doors

## Regulatory Requirements

1. All interior doors that can be locked from the inside have a means to be unlocked from the outside in case of emergency. (N.J.A.C 3A:54-6.4(d)2)
2. Stairways, hallways, and exits from rooms and from the home are unobstructed, except for safety barriers. (N.J.A.C 3A:54-6.4(d)7)
3. Egress doors from the residence shall be readily operable from the egress side without the operation of a key. (N.J.A.C 3A:54-6.4(d)7i)
4. Security bars, when present, must be hinged with a quick release mechanism inside the home that requires one motion to operate. (N.J.A.C 3A:54-6.4(d)7vi)
5. Stairways within the exits with four or more steps have a railing. (N.J.A.C 3A:54-6.4(d)7viii)
6. Safety barriers are installed to prevent children from falling from stairs, ramps, balconies, porches (when used for child care activities), elevated play areas, and any areas that subject children to falls.
  - a. Gates shall be provided at the top and bottom of each stairway, as appropriate, in areas of the home where infants and toddlers are in care.
  - b. Gates at the top of the stairs shall be hardware mounted to the wall for stability.

## Best Practice Recommendations

1. In place of a half door, a door guard may be added to prevent the door from closing entirely when a young child uses the restroom yet allow for removal when a school-age child or other adult may need to utilize.

## Lessons Learned

1. Children's fingers must be protected from being crushed or otherwise injured in the hinge space of a door by installing protective hinge guards on all doors that children pass through (entry doors, bathroom doors, classroom doors). (Caring for Our Children 5.1.3.5)

# Heating, Ventilation and Air Conditioning (HVAC)

Temperature and air quality are important to the children and staff while present in the space, and will ultimately affect how they feel and perform throughout the day. OOL mandated temperatures must be maintained to allow for the program to be operational.

## Regulatory Requirements

1. Adequate ventilation is provided by means of open windows, fans, air conditioning or other mechanical ventilation systems. (N.J.A.C. 3A:54-6.3(a)4)
2. The temperature of rooms used by children is maintained at a minimum of 65 degrees Fahrenheit. (N.J.A.C. 3A:54-6.3(a)2)
3. All heating or cooling devices are adequately vented, protected by guards or barriers and kept clear of combustible materials. (N.J.A.C. 3A:54-6.4(d)3)
4. Wood or wood pellet, coal burning stoves, and fireplaces have protective barriers and are not accessible to children. (N.J.A.C. 3A:54-6.4(d)4)
5. Portable electric space heaters and portable liquid fuel-burning heating appliances are not in use when children are in care. (N.J.A.C. 3A:54-6.4(d)5)
6. Radiators and pipes located in rooms occupied by children are covered when the heating system is in use. (N.J.A.C. 3A:54-6.4(d)6)
7. Portable fans shall be kept out of reach of children. (N.J.A.C. 3A:54-6.5(a)9)

# Plumbing and Accessories

## Regulatory Requirements

1. Warm and cold running water are available. (N.J.A.C. 3A:54-6.3(a)5)
2. Working indoor toilets are easily accessible to children. (N.J.A.C. 3A:54-6.3(a)6)

## Best Practice Recommendations

1. Provide a shut-off valve for each fixture so maintenance does not affect multiple plumbing

facilities

2. Provide a hot water supply of 185°F for the dishwasher by utilizing a properly sized, instantaneous hot water heater.
3. Provide hot and cold water at each sink.
4. Solder for domestic water piping shall be lead-free.
5. Sink/countertop heights:
  - a. Preschool — 24"-26" above floor finish (AFF)
  - b. Toddler — 22" AFF
  - c. Diaper changing — 30" AFF
  - d. Facilities that are unable to comply with the above heights provide for easily cleaned step stools to allow for proper hand washing of children in the program

## Lessons Learned

1. Water testing may be required and results maintained at your facility.
  - a. Determine whether your home's water has fluoride, as this is information that families often need to share with their child's health care professional.

# Restrooms

## Regulatory Requirements

1. Working indoor toilets are easily accessible to children. (N.J.A.C. 3A:54-6.3(a)6)
2. A clean nonporous surface or pad is used for diaper changes and sanitized after each use (N.J.A.C. 3A:54-6.16(a)2).
3. Sufficient quantities of clean diapers are available. (N.J.A.C. 3A:54-6.16(b)4)
4. A container with a lid for soiled diapers is used. (N.J.A.C. 3A:54-6.16(b)5)
5. Ensure that areas in the home, bedding, furniture, carpeting and clothing that come into contact with blood, vomit, urine, fecal matter or other body or animal secretions are cleaned with soap and water and disinfected with a commercially prepared disinfectant. This solution shall be used in accordance with label instruction. (N.J.A.C. 3A:54-6.11(g))



## Best Practice Recommendations

1. Provide properly designed, well-located toilet and hand-washing facilities. (Head Start Design Guide, chapter 4.1.8)
2. Toilets and sinks are at child height or equipped with a step stool that is easily cleaned, to allow children to access both the toilet and the sink.
3. Walls in all restrooms should be installed to resist water and moisture.
  - a. Fiberglass-reinforced panels 48" high are an economical product.
  - b. Ceramic tile is a durable, hard surface that is traditionally used in restrooms.
    - Larger-size tiles minimize grout joints, which must be sealed upon initial installation to maintain a clean surface.

## Electrical

### Regulatory Requirements

1. Electricity is in service in the home. (N.J.A.C. 3A:54-6.3(a)8)
2. If smoke detectors operate from electric power within the home, such detectors must have a battery-powered back-up energy source. (N.J.A.C. 3A:54-6.4(d)1)
3. Electrical cords are maintained in good condition. (N.J.A.C. 3A:54-6.4(d)8)
4. Major appliances shall be plugged directly into electric outlets. (N.J.A.C. 3A:54-6.4(d)9)
5. All electrical outlets that are accessible to the children are covered with safety caps, ground fault interrupters or have safety outlets installed. (N.J.A.C. 3A:54-6.5(a)4)

## Best Practice Recommendations

1. All electrical outlets shall be tamper-resistant, and an appropriate number shall be available to limit the need for electric extension cords. Maintain documentation of the tamper-resistant receptacles installed.
2. All cords shall be out of reach of children and secured to prevent tripping or toppling of items.

# Fire Protection and Emergency Preparedness

## Regulatory Requirements

1. The provider shall maintain and post in a prominent location a written plan for the emergency evacuation, relocation, shelter-in-place, or lockdown of the children in the event of natural or civil disaster or other emergency. (N.J.A.C. 3A:54-6.4(a))
2. Ensure one working smoke detector is installed on each floor of the home. If smoke detectors operate from electric power within the home, such detectors must have a battery-powered back-up energy source. (N.J.A.C. 3A:54-6.4(d)1)
3. The provider shall practice fire, shelter-in-place, lockdown, and evacuation drills with each child from all exit locations at varied times of day and during varied activities, including nap-time. Documentation of the fire, shelter-in-place, lockdown, and evacuation drills shall include the type of drill simulated, date, start time, total amount of time taken to evacuate the home for the evacuation drill, total amount of time taken after warning is issued to direct movement of providers and children to location for shelter-in-place and lockdown drills, and the number of children and providers present for each drill.
4. If multiple shifts of care are provided, drills must be conducted monthly during each shift of care. (N.J.A.C. 3A:54-6.4(c)1)
5. All children present are evacuated from the home within three minutes during each fire drill. (N.J.A.C. 3A:54-6.4(c)2)
6. Outdoor assembly areas shall be located a safe distance from the home as to avoid interference with fire department operations in the event of a fire. (N.J.A.C. 3A:54-6.4(c)3)
7. The provider shall have a warning system (for example, loud bell or whistle), to alert occupants of the home of an emergency or drill. (N.J.A.C. 3A:54-6.4(c)4)
8. The provider shall implement and document a monthly practice for the evacuation and relocation drills. (N.J.A.C. 3A:54-6.4(c)5)
9. Approved carbon monoxide detectors shall be located and installed on every level in the family child care home in accordance with the provisions of the State codes and guidelines. (N.J.A.C. 3A:54-6.4(d)10)
10. The provider shall maintain a 72-hour emergency supply, including food, water, medications (if applicable), first aid, and other safety equipment, as needed, to allow for the protection of the health and safety of children, in the event parents are unable to pick up their children due to a disaster. Food supplies shall be non-perishable and of sufficient quantity for all children for an overnight stay. (N.J.A.C. 3a:54-6.4(c)7)

11. Each room used for child care has at least two means of egress. The second means of egress may be an unobstructed, operable window not less than 820 square inches and large enough to allow all adults and children to escape. (N.J.A.C. 3A:54-6.4(d)7iv)
12. The provider shall not allow rest and sleep in a basement unless there are two approved means of egress that meet the provisions of the New Jersey Uniform Construction Code (NJUCC) and the New Jersey Uniform Fire Code as specified in N.J.A.C. 5:70. (N.J.A.C. 3A:54-6.4(d)7v)

## Best Practice Recommendations

1. Required exits to be clearly identified/marked. (CFOC 5.1.4.6)
2. A minimum of two exits from the child care program must lead directly outside of the building. (CFOC 5.1.4.1)
3. Each learning and activity space should ideally be provided with one direct outdoor exit.
4. Provide the capacity for permanent carbon monoxide monitoring. (NAEYC 9.C.11)
5. Fire alarm systems must be inspected annually and will need to be budgeted for in the facility's operating budget. The inspections may be the responsibility of the owner of the facility or may be passed on to the child care tenant. This responsibility should be clarified in the lease for the facility.

# Security

## Best Practice Recommendations

1. Limit entry to the Family Child Care Home to one to two doorways to allow for the doors to be well-observed by staff.
2. The entry should be visible to the adults inside the Family Child Care Home.
3. The design must ensure that a child will be unable to exit without staff knowledge.



# General Health and Safety

## Regulatory Requirements

1. An applicant for an initial or renewal Certificate of Registration shall submit a health care provider's statement(s) for the applicant, the alternate provider and the provider assistant, if any, the substitute provider, and any household member(s) who are present during the care of enrolled children, as applicable, verifying the applicant, the alternate provider, the provider assistant, the substitute provider, and any household member(s), are in good health, free from communicable disease, and able to care for children. Such statement(s) shall be based on a medical examination conducted within the six months immediately preceding the submission of the application. (N.J.A.C. 3A:54-5.2(b))
2. In addition, applicants must also submit to the sponsoring organization written proof of the results of either (N.J.A.C. 3A:54-5.2(c)1-2)
  - a. A Mantoux tuberculin skin test with five TU (tuberculin units) of PPD tuberculin, conducted within the six months immediately preceding the submission of the application; or
  - b. A chest x-ray if the individual has had a previous positive Mantoux tuberculin test or has a medical contraindication that precludes a Mantoux test.
3. The provider, the alternate provider, the provider assistant, and any household member(s) who are present during the care of enrolled children shall obtain additional Mantoux tests when required by the Office of Licensing based on a recommendation by the New Jersey Department of Health. (N.J.A.C. 3A:54-5.2(d)).
4. A record of visitors and volunteers in the home during the scheduled operating hours. (N.J.A.C. 3A:54-5.11(c)11)
5. Basic first aid supplies shall be in the home and shall be stored out of children's reach but readily accessible to the provider, and shall minimally include: adhesive tape, band-aids, gauze pads, gauze roller bandage, disposable, non-latex gloves, cold pack, scissors, tweezers and thermometer. (N.J.A.C. 3A:54-6.10(b)).
6. All firearms, other weapons (such as bb guns, paintball guns, hunting knives, bows, swords, and martial arts weapons), and ammunition are stored in locked areas out of the reach of children. (N.J.A.C. 3A:54-6.5(a)).
7. The home and its furnishings present no hazard to the health and safety of the children in care. (N.J.A.C. 3A:54-6.5(a)1)
8. All items that may be hazardous to children, including medicines, poisonous plants, toxic substances, tobacco products, matches and sharp objects, are stored out of the reach of children. (N.J.A.C. 3A:54-6.5(a)2)

9. A working flashlight is available for emergency lighting. (N.J.A.C. 3A:54-6.5(a)5)
10. Unfinished areas of the home including, but not limited to, attics, basements, and additions shall not be used for the care of children. (N.J.A.C. 3A:54-6.5(a)8)
11. The use of trampolines by enrolled children is prohibited and shall be inaccessible to the children during operating hours. (N.J.A.C. 3A:54-6.5(a)10)
12. Swimming pools, and other containers and natural bodies of water at the family child care home shall be physically inaccessible to children, except when they are supervised as specified in N.J.A.C. 3A:54-6.6(d) and all local ordinances that apply to a swimming pool or natural bathing area must be adhered to.

## Pets and Animals

If pets are present in the Family Child Care Home, the following OOL regulations must be adhered to (N.J.A.C. 3A:54-5.29(a)7i,ii):

1. All pets are domesticated, free from disease, non-aggressive and meet all applicable State and local codes or ordinances pertaining to the keeping of pets.
2. All household pets shall be vaccinated.
3. Proof of current vaccination(s) as documented by a veterinarian shall be kept on the premises.
4. Inform each child's parent(s) upon enrollment about the presence of pets in the home. (N.J.A.C. 3A:54-6.21(d)1)

## Furnishings

The child care program space shall include the items listed below to allow for the space to meet the developmental needs of each age group cared for, as well as provide a homelike environment for the children to thrive in.

### Regulatory Requirements

1. The provider shall arrange the play space and the furniture within the family child care home in order to allow adequate room for active and quiet play and for individual and group activities. (N.J.A.C. 3A:54-6.3(a)1i)
2. Floors, walls, ceilings, furniture, equipment and other surfaces are kept clean and in good repair. N.J.A.C. 3A:54-6.3(a)3)

3. Play equipment, materials, and furniture for indoor and outdoor use are of sturdy and safe construction, non-toxic, easy to clean, and free of hazards that may be injurious to young children. (N.J.A.C. 3A:54-6.3(a)7)
  - a. Furniture, appliances, or equipment with tipping hazards, such as chests, bookshelves, and televisions are secured.
  - b. Any hazardous equipment is made inaccessible to children or removed until rendered safe or replaced.
4. The home contains sufficient furniture and equipment to accommodate the needs of the children in care. (N.J.A.C. 3A:54-6.3(a)9)
5. The provider shall supply safe toys, play equipment, and creative materials to ensure each child has the opportunity to participate in a variety of activities appropriate for the ages, interests, and number of children present. (N.J.A.C. 3A:54-6.12(b))

## Best Practice Recommendations

1. Learning environments will have flexible furnishings so the environment can adapt to children's needs.
2. General criteria recommended for furnishings and equipment are as follows: (NAEYC 9.A)
  - a. Developmentally appropriate
  - b. Sufficient quantity
  - c. Sufficient variety
  - d. Durable (to allow for longevity and ease of cleaning)
  - e. Readily accessible for children of varying abilities
  - f. Allow for appropriate supervision
  - g. Meets the program's curriculum
  - h. Allow for comfort
3. Additional general criteria for furnishings and equipment are listed below: (NAEYC 9.A)
  - a. Child-scale for child use
  - b. Adult-scale for adult use
  - c. Safe
  - d. Able to be easily cleaned
  - e. Adaptable, flexible, movable
  - f. Does not convey an institutional impression

- g. Soft and cozy where appropriate
  - h. Optimal usage of natural materials
  - i. Contains minimal amounts of formaldehyde and other chemicals that may affect children (particularly those with allergies)
  - j. Texture rich
  - k. Calm, soothing, coordinated color schemes
4. Items that have been recalled are to be removed from the program immediately.
  5. Locked storage for medications, cleaning products or other hazardous materials must be provided.
  6. Childproof interior hardware devices must be mounted on the interior of cabinets and drawers within children's reach.
  7. Furnishings that are top-heavy shall be secured to prevent tipping.
  8. Convenient, organized storage for extra toys and materials. (FCCERS-R Arrangement of indoor space for children)

## Program Spaces

The main child care area shall include the items listed below to allow the space to meet the age group's developmental needs, as well as provide a home-like environment for the children to thrive in. In addition to the recommended furniture listed below, Appendix 2 details the various types and categories of materials needed to meet Family Child Care Environmental Rating Scale requirements.

## Infant

When addressing spaces for infants, one must consider the fact that infants spend an inordinate amount of time on the floor, require varying times of the day to sleep and eat, and have food preparation and sanitary needs that are to be incorporated into the final design. A high-quality program shall allow for 85 to 95 square feet per child.

## Regulatory Requirements

1. Family Care Child providers shall comply with the rest and sleep requirements in N.J.A.C. 3A:52-6.4, including provisions related to safety standards for cribs and sleeping surfaces.

(N.J.A.C. 3A:54-6.13)

- a. For children 12 months of age and younger, the center shall provide for each child a crib, that complies with the Consumer Product Safety Commission's (CPSC) Federal Safety Standards for Full Size and Non-Full-Size Baby Cribs; 16 CFR 1219 and 1220, playpen, or other Office of Licensing approved sleeping equipment that meets the following requirements (N.J.A.C. 3A:52-6.4):
  - Each crib or playpen is equipped with:
    - i. A firm, waterproof, snugly fitting mattress
    - ii. A clean, snugly fitting sheet
    - iii. Top rails that are at least 19 inches above the mattress
    - iv. Slats that are not more than 2 3/8 inches apart.
  - Sleeping equipment should be free of pillows and soft bedding, including, but not limited to bumper pads, when occupied by a sleeping child.
  - Stackable cribs are prohibited. (N.J.A.C. 3A:52-6.4)
2. Infants shall have age-appropriate, supervised tummy time at least twice a day. (N.J.A.C. 3A:54-6.12(b)2)
3. Infants shall have developmentally appropriate outdoor activities and/or carriage/stroller rides daily, weather permitting. (N.J.A.C. 3A:54-6.12(b)2)
4. Include developmentally and age-appropriate materials from the following categories:
  - a. Dramatic play and language development (for example, dress-up clothes, puppets, books, play telephones and unbreakable dishes)
  - b. Visual and small muscle development (for example, mobiles, unbreakable mirrors, blocks, rattles, puzzles, sorting and stacking toys)
  - c. Auditory development (for example, records, musical instruments and tapes)
  - d. Creative expression (for example, clay, non-toxic paint, paper and blunt scissors)
  - e. Large muscle development (for example, swings, balls, bicycles, large boxes and wagons)

## Best Practice Recommendations

1. Provide space for cribs in the design based on the maximum group size prescribed by the licensing agencies and Best Practice. The Environmental Rating Scale dictates at least 36 inches of open space from other napping children or furniture/equipment is required on three sides of nap equipment. The expectation is for all children to be separated in this



manner to prevent the spread of germs during sleep as well as to ensure adequate space for access in case of an emergency.

2. Design or placement of the diaper-changing table should be accessible to the adult diaper handwashing sink and be situated to allow for supervision of infants in the program space.
3. The room should be warm and inviting and have a variety of textures for infants to experience.
  - a. Each classroom should have lockers/cubbies, well-mounted and inaccessible to infants, for children's coat storage, personal papers and change of clothing. Lockers/cubbies should be located near the entry point of the classroom.
4. A gross motor area should be away from the main area of circulation, with a soft mat that can be cleaned. The area should be defined by a low (12-18 inches) padded bumper. (Head Start Design Guide chapter 3.5.1)
5. Areas of mirrored ceiling tiles in the infant areas are preferable.
6. Provide grab bars in front of mirrors for infants and toddlers within a classroom.
7. Toys should be on low, open shelving where the infant can see and grasp them.
8. In addition to the furniture and fixtures, manipulatives, mirrors, tunnels, balls, musical items, push toys, etc., should be provided.
9. Providing a space to store car seats and strollers is not only convenient to families but also prevents injuries and obstruction from egress from occurring. If a place for storage is not provided, often families will place these items in areas that look appropriate but can be dangerous during emergency situations.

## Toddler

As children enter the ages of 12 to 36 months, they expand their exploration both physically and cognitively. Furniture and fixtures need to be selected that are appropriate for this group of children. A high-quality program for toddlers shall allow for 50 to 65 square feet per child.

### Regulatory Requirements

1. For children over the age of 12 months and under the age of five years, the center shall provide for each child a crib that complies with the Consumer Product Safety Commission's (CPSC), Federal Safety Standards for Full-Size and Non-Full-Size Baby Cribs; 16 CFR 1219 and 1220, playpen, cot, mat, or other Office of Licensing approved sleeping equipment that meets the following the requirements:

- a. Each cot used for children between 13 and 18 months of age shall not exceed 14 inches above the floor level.
  - b. Each cot or mat used for rest and sleep shall be covered with a sheet, blanket or other covering. An additional covering shall be provided for use as a covering for each child.
  - c. Each mat used for rest and sleep shall be:
    - Placed on a surface that is warm, dry, clean, and draft-free
    - Water-repellent
    - At least one inch thick
    - Stored so that there is no contact with the sleeping surface or another mat, or disinfected after each use.
2. Include developmentally and age-appropriate materials from the following categories:
    - a. Dramatic play and language development (for example, dress-up clothes, puppets, books, play telephones and unbreakable dishes)
    - b. Visual and small muscle development (for example, mobiles, unbreakable mirrors, blocks, rattles, puzzles, sorting and stacking toys)
    - c. Auditory development (for example, records, musical instruments and tapes)
    - d. Creative expression (for example, clay, non-toxic paint, paper and blunt scissors)
    - e. Large muscle development (for example, swings, balls, bicycles, large boxes and wagons).

## Best Practice Recommendations

1. Design or placement of the diaper-changing table should be accessible to the adult diaper hand-washing sink and be situated to allow for supervision of infants in the classroom.
2. Each classroom should have lockers/cubbies, for children's coat storage, personal papers and change of clothing. Lockers/cubbies should be located near the entry point of the classroom.
3. All countertops located in wet locations should be made of a solid surface material that is easily cleaned and sanitized.
4. Provide grab bars in front of mirrors for young toddlers within a classroom.

# Preschool

## Regulatory Requirements

1. Programs for pre-school age children shall offer materials from the following categories (N.J.A.C. 3A:54-6.12):
  - a. Dramatic play and language development (for example, dress-up clothes, puppets, books, play telephones and unbreakable dishes)
  - b. Visual and small muscle development (for example, mobiles, unbreakable mirrors, blocks, rattles, puzzles, sorting and stacking toys)
  - c. Auditory development (for example, records, musical instruments and tapes)
  - d. Creative expression (for example, clay, non-toxic paint, paper and blunt scissors)
  - e. Large muscle development (for example, swings, balls, bicycles, large boxes and wagons).

## Best Practice Recommendations

1. Children's restrooms should be open to allow for staff supervision. This may be accomplished by using half walls or half doors (NAEYC 9.A.05).
2. Provide quantity of sinks in accordance with NAEYC 5.A.09. Sink height for preschoolers should be mounted 24 inches to 26 inches above the floor.
3. All countertops located in wet locations should be made of a solid surface material that is easily cleaned and sanitized.
4. Each classroom should have lockers/cubbies for children's coat storage, personal papers, and change of clothing. Locker/cubbies should be located near the entry point of the classroom.
5. A high-quality program for preschoolers shall allow for 50 to 55 square feet per child.

# School Age

## Regulatory Requirements

1. The provider shall give each school age child opportunities to:
  - a. Participate in outdoor, active play

# Facilities Operating at Non-traditional Hours



## Regulatory Requirements (N.J.A.C. 3A:54-6.22)

1. The provider, substitute or alternate provider shall be awake and alert to meet the needs of the children at all times.
2. If a child is in the care of the provider after 6:00 P.M., the provider shall establish a bedtime routine, in consultation with that child's parent(s) or guardian(s) and taking into account the age and developmental needs of the child and the time of the child's scheduled pick-up from the home.
3. The provider shall provide or shall ensure that each enrolled child's parent(s) or guardian(s) provide, appropriate clothing for the child to wear while sleeping.
4. If a provider has one or more bunk beds for the use of enrolled children, the provider shall ensure that no child under seven years of age is placed in a top bunk, and the bunk bed meets requirements as specified in N.J.A.C. 3A:54-6.13(h).
5. The provider shall ensure that no enrolled child shares a sleeping room with an adult.
6. The provider shall ensure that all beds, cots, cribs and mattresses have firm surfaces and meet the standards established by the Consumer Product Safety Commission, which can be found at <http://www.cpsc.gov/>.
7. Breakfast shall be served to each child who goes directly to school from nighttime care, unless breakfast is provided by the school or by the parent(s) or guardian(s).



# Facility Upkeep and General Health & Safety Services



This section addresses expenses associated with routine maintenance services such as cleaning and extermination, as well as ongoing expenses for servicing building systems such as:

- Carbon monoxide and smoke detectors
- Heating, ventilation and air conditioning systems
- Fire alarm and sprinkler systems
- Painting
- Trash

Incorporating such services into the operating budget will allow for the health and safety of children and staff to be maintained, in addition to having the necessary funds set aside to replace or repair big-ticket items.

## Regulatory Requirements

1. The home shall be free of exposed lead-based paint surfaces, which are flaking, peeling or chipped. (N.J.A.C. 3A:54-6.5(a)7)
2. All garbage and refuse will be collected, stored and disposed of in a manner, which will not attract rodents or insects. (N.J.A.C. 3A:54-6.6(h))
3. Pesticides for indoor and outdoor use shall be used according to the manufacturer's directions and in keeping with the applicable provisions specified in N.J.A.C. 7:30-10, Pesticide Control Code. (N.J.A.C. 3A:54-6.3(a)11)
  - a. No pesticides shall be applied while children are present.
  - b. Before applying pesticides, all toys and play equipment shall be removed from the area.
  - c. Children shall be removed from the area until the pesticide has dried or as long as recommended on the label.
4. At least one working smoke detector is installed on each floor of the home. If smoke detectors operate from electric power within the home, such detectors must have a battery-powered back-up energy source. (N.J.A.C. 3A:54-6.4(d)1)
5. Approved carbon monoxide detectors shall be located and installed on every level in the family child care home in accordance with the provisions of the State codes and guidelines. (N.J.A.C. 3A:54-6.4(d)10)

# Best Practice Recommendations

1. Use low- or non-VOC paints to reduce allergies and any chemical sensitivity.
2. Spaces should be well-ventilated when being painted, and children may not be present while spaces are painted.
3. Trash services that allow for regular pickup to prevent odor are highly recommended. Although emptying trash once daily is required, emptying of diaper trash cans is to occur twice per day to greatly reduce odor in the Family Child Care Home and risk of cross-contamination from overfilled trash receptacles.
4. Consider developing a plan to prevent means for insects and rodents to enter the facility to limit the amount of pesticides that may be needed — for example, sealing cracks in structures, keeping all food containers closed, proper sweeping after meals, etc.
5. Carpeted areas should be cleaned quarterly by a means that does not allow for chemical cleaners (use of steam is preferred).

# Outdoor Play Space & Playgrounds





Having access to an outdoor play space is essential to meeting the gross motor developmental needs of all children in care at the facility. The outdoor space of a child care program should be viewed as an extension of the children's classroom. Interest centers that are typically seen within a classroom can be recreated in a new and exciting way outdoors. An outdoor kitchen can be a mud pie bakery or a leaf and grass stew can simmer over a bundle of kindling. Collections of shells, rocks and leaves from surrounding trees can be categorized, patterned or counted to provide math opportunities. Gardens can be planted to allow for children to tend to their vegetables and flowers, teaching them about the environment, food sourcing and beauty, and provide them with an opportunity to work together to cultivate items that can be shared throughout the Family Child Care Home and with their families.

Allowing for children to move beyond the classroom walls allows them to use their imagination, and in turn provides learning opportunities to which they would otherwise not have access

## Regulatory Requirements

1. The provider shall ensure that an adequate, safe outdoor play area is available either adjacent to or within walking distance of the home. (N.J.A.C. 3A:54-6.6(a))
2. The provider shall ensure that outdoor equipment, such as swings, slides and climbing apparatus (N.J.A.C. 3A:54-6.6(g))
  - a. Are installed and in keeping with the manufacturer's specifications and instructions
  - b. Are in good repair and that:
    - Openings do not pose entrapment hazard
    - Equipment and apparatus shall be used only by the children for whom it is developmentally appropriate
    - All fencing shall be maintained in good condition.
3. The provider shall ensure that each child riding a bicycle, using roller skates, inline skates, skate boards or who is a passenger on a bicycle, or towed by a bicycle, wears a safety helmet, as specified in the State Bicycle Helmet Law, N.J.S.A. 39:4-10.1. (N.J.A.C. 3A:54-6.6(f))
4. Swimming pools, and other containers and natural bodies of water at the family child care home shall be physically inaccessible to children, except when they are supervised and all local ordinances that apply to a swimming pool or natural bathing area must be adhered to. (N.J.A.C. 3A:54-6.6(b-e))

## Best Practice Recommendations

1. Completion of a playground safety checklist prior to children utilizing an outdoor play space to ensure for safety (see Appendix 3). (Caring for Our Children, 3rd Edition)



2. Annual Playground Safety Inspections should be completed by a Certified Playground Safety Inspector to ensure identification of areas of concern. (NAEYC)
3. Incorporating classroom centers on a playground or other outdoor space will allow for increased learning opportunities.
4. Outdoor space has two or more types of surfaces permitting different types of play (i.e., hard and soft surfaces). (FCCERS-R Active physical play)
5. Outdoor space has protection from adverse weather conditions (i.e., shade in the summer, drainage system). (FCCERS-R Active physical play)

# Acknowledgements

This guide was made possible by generous support from the Burke Foundation with support from The Child Care Connection, Inc.



Reinvestment Fund and PHMC wish to thank Marion Brown for lending expertise to the research and development of this guide.

We are grateful to the New Jersey Department of Children and Families and The Office of Licensing (OOL) for providing helpful insight and comments for the guide.

We'd like to thank the ECE provider volunteers who participated in facility assessments which aided in our research and data collection efforts.

## DISCLAIMER

The suggestions and recommendations contained in this reference guide are provided to inform the design of a high-quality childcare program. Information related to licensing by agencies of the State of New Jersey are developed from current documents provided by those agencies and their regulations for licensing. Changes may be put forth by these agencies and a provider should refer to the State of New Jersey Department of Children and Families, Office of Licensing (OOL) and related agencies responsible for childcare licensing prior to starting a project. The provider should consult with professionals, including attorneys, architects, engineers, and zoning and health officials to review up-to-date promulgations that may be put forth by any and all licensing agencies. This document is not intended to be inclusive of all possible design methods and materials and should be used as a guide to developing a high-quality childcare facility.

## SOURCES

These standards were developed utilizing information obtained from the sources below. General theories and concepts gathered from these sources have not been specifically footnoted.

- Cadwell, Louise B. Bringing Reggio Emilia Home. New York: Teachers College Press, 1997.
- Ceppi, Giulio, et al. Children, Spaces, Relations – Metaproject for an Environment for Young Children. Cavriago, Italy: Reggio Children, 2003.
- Edwards, Carolyn, et al. The Hundred Languages of Children. New Jersey: Ablex, 1995.

- Harms, Thelma, Debby Cryer, and Richard M. Clifford. *Infant/Toddler Environment Rating Scale (ITERS): Revised Edition*. New York: Teachers College Press, 2006.
- Harms, Thelma, Debby Cryer, and Richard M. Clifford. *Family Child Care Environment Rating Scale (ITERS): Revised Edition*. New York: Teachers College Press, 2007.
- Harms, Thelma, Richard M. Clifford, and Debby Cryer. *Early Childhood Environment Rating Scale (ECERS): Revised Edition*. New York: Teachers College Press, 2005.
- American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs*. 3rd Edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association, 2011.
- “Reggio Emilia Philosophy.” Pinnacle Presbyterian Church. August 11, 2005.
- “The Role of the Three Teachers.” Pinnacle Presbyterian Church. August 11, 2005.
- The United States Public Buildings Service Office of Child Care. *Child Care Design Guide*. Washington: General Services Administration (GSA), 2000.
- D.C. Municipal Regulations, Chapter 29-340. *Child Development Facilities*. Final Rulemaking published 12/2/2016 • Department of Health and Human Services, Administration for Children and Families, Head Start Bureau. *Head Start Program Performance Standards*. 45 CFR Chapter XIII Washington D.C. 2016.
- Department of Health and Human Services, Administration for Children and Families, Head Start Bureau. *Head Start Design Guide. A Guide for Building a Head Start Facility*. Washington D.C. 2005.
- Hertzog, Nancy B. “Reflections and Impressions from Reggio Emilia: It’s Not About Art!” *Early Childhood Research and Practice*. Mar.-Jun. 2001.
- NAEYC *Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education*. Washington: 2005.
- Olds, Anita. *Child Care Design Guide*. New York: McGraw-Hill, 2000.
- Community Playthings, Ulster Park, New York
- New Jersey Administrative Code, Chapter 54, *Manual of Requirements for Family Child Care Registration*

# Appendix 1: Grow NJ Kids Self-Assessment and Guidance





## **Family Child Care Program**

### **Self-Assessment and Guidance Document**



## Table of Contents

Introduction:.....	3
Category 1: Safe, Healthy Learning Environment.....	4
Category 2: Curriculum and Learning Environment.....	15
Category 3: Family and Community Engagement.....	26
Category 4: Workforce/Professional Development.....	41
Category 5: Administration and Management.....	53

## Introduction:

Grow NJ Kids is the Quality Rating and Improvement System (QRIS) in New Jersey. The purpose of Grow NJ Kids is to raise the quality of early childhood programs serving children from birth through preschool. New Jersey's Departments of Education, Human Services, Children and Families, and Health have collaborated to provide parents with information about high quality programs and to increase the quality of early care and education programs across the state. The Grow NJ Kids standards support and promote comprehensive quality program practices in five categories that research has shown to impact a child's ability to enter kindergarten ready to learn. The five categories are as follows:

- Category 1:** Safe, Healthy Learning Environment
- Category 2:** Curriculum and Learning Environment
- Category 3:** Family and Community Engagement
- Category 4:** Workforce/Professional Development
- Category 5:** Administration and Management

The Grow NJ Kids standards are further organized into levels that are indicative of quality. There are five levels that run across all five categories. Level 1 consists of entry level standards which must be met as the precursor for enrollment into Grow NJ Kids. Then programs go through the Grow NJ Kids process in order to reach higher levels of quality across all five categories.

The Grow NJ Kids sequence and process is shown below:



Providers interested in participating in Grow NJ Kids will be required to complete the following self-assessment, but you won't be doing it alone. A Technical Assistance Specialist (TAS) will provide an overview of the process and then will help you complete the self-assessment. For more information and resources, visit [www.GrowNJKids.com](http://www.GrowNJKids.com).

---

Technical Assistance Specialist Name/Initials

---

Family Child Care Provider Name/Initials

---

Date

## Category 1: Safe, Healthy Learning Environments

A high quality learning experience can only be facilitated in a safe and healthy environment. An enriching environment must use appropriate furnishings, maintain sanitary conditions, promote a healthy lifestyle, and have a teaching/caregiving team that works from a meaningful plan based on the developmental abilities and capacities of the children.

### Level 1 Safe, Healthy Learning Environments

#### 1.1.1 Standard

Family Child Care sites have Department of Children and Families (DCF), Family Child Care Provider Certificate for one year.

#### Intent of Standard

Meeting minimum health and safety requirements established by NJ Department of Children and Families, Office of Licensing.

#### Evidence/Documentation Required

DCF Office of Licensing (OOL) Registration Certificate

#### Head Start Program Performance Standards

1302.23(d)

#### Accreditation Standards

NAFCC 5.4

#### Rating Documentation

TAS Verifies all level 2 documentation

## Level 2 Safe, Healthy Learning Environments

### 1.2.1 Standard

Demonstrates healthy, safe and clean indoor and outdoor environments through a FCCERS-R assessment.

#### Intent of Standard

The Environment Rating Scale (ERS) is used to assess the program environment and teacher interactions. The FCCERS-R is the scale used in assessing quality in family child care homes and provides various indicators of quality to help guide providers in quality improvement efforts.

#### Evidence/Documentation Required

The program must have a FCCERS-R observation conducted within the program by a QIS and a Quality Improvement Plan (QIP) based upon FCCERS-R observation.

#### Head Start Program Performance Standards

1302.31(d)(e)

1302.100

1302.102(b)(i)

1302.47(b)(1)-(2)

#### Accreditation Standards

NAFCC 2.1-2.21

NAFCC 4.29-4.99

#### Rating Documentation

FCCERS-R observation by QIS

## Level 2 Safe, Healthy Learning Environments

### 1.2.2 Standard

The provider has policies and procedures available to staff and parents/families that follow National Health and Safety standards (i.e. Caring for Our Children Basics), topics include:

- |  |   |
|--|---|
| <input type="checkbox"/> Immunization requirements | <input type="checkbox"/> Prevention of Infections                 |
| <input type="checkbox"/> Medication administration | <input type="checkbox"/> Inclusion of children with special needs |

#### Intent of Standard

Appropriate health practices reduce the transmission of infectious diseases in early learning settings by enabling the caregivers to plan for necessary care while the child is in their care. Provider should plan for individualized needs of all children in their program.

#### Evidence/Documentation Required

Parent Handbook  
*and/or*  
Policy and Procedures

#### Head Start Program Performance Standards

1302.42(c)(1)  
1302.47(7)(iii)  
1302.47(7)(iv)  
1302.61(a)

#### Accreditation Standards

NAFCC 4.69  
NAFCC 4.71  
NAFCC 4.86-4.88  
NAFCC 4.94-4.95  
NAFCC 5.19

#### Rating Documentation

Parent Handbook and/or Policy and Procedures verified by TAS

## Level 3 Safe, Healthy Learning Environments

### 1.3.1 Standard

Demonstrates healthy, safe and clean indoor and outdoor environments.

#### Intent of Standard

The Environment Rating Scale (ERS) is used to assess the program environment and teacher interactions. The program must earn a score of 3 in subscales Space & Furnishings and Personal Care Routines.

#### Evidence/Documentation Required

FCCERS-R score average of 3 in subscales Space & Furnishings and Personal Care Routines.

#### Head Start Program Performance Standards

1302.31(d)(e)

1302.100

1302.102(b)(i)

1302.47(b)(1)-(2)

#### Accreditation Standards

NAFCC 2.1-2.21

NAFCC 4.29-4.99

#### Rating Documentation

Observations completed by NJCQR Reliable Rater



## Level 3 Safe, Healthy Learning Environments

### 1.3.2 Standard

Daily physical activities for children to support gross motor skills and promote physical fitness that are age appropriate.

#### Intent of Standard

Physical activity is an essential component of a healthy lifestyle. In combination with healthy eating, it can help prevent a range of chronic diseases. Physical activity helps control weight, builds lean muscle, reduces fat, promotes strong bones, muscles, and joint development, and decreases risk of obesity. Children need 60 minutes of play with moderate to vigorous activity every day to grow up to a healthy weight.

#### Evidence/Documentation Required

Let's Move Child Care Checklist

*and*

Daily Schedule or Lesson Plans

#### Head Start Program Performance Standards

1302.31(e)(4)

#### Accreditation Standards

NAFCC 3.52

#### Rating Documentation

Let's Move Child Care Checklist and daily schedule or lesson plans for the prior 3 months

## Level 3 Safe, Healthy Learning Environments

### 1.3.3 Standard

Based on US Department of Agriculture and Caring for Children, nutritious meals and snacks are encouraged and/or provided, and are respectful of religious and dietary restrictions.

#### Intent of Standard

The early childhood education setting is a critical place for obesity prevention efforts. When eating healthy and being physically active is a part of daily routines of infants to preschoolers, the habits can last a lifetime. Meals and snacks are essential for young children's optimal growth and development. Healthy foods help to ensure that children will be ready to fully participate in learning opportunities.

#### Evidence/Documentation Required

Sample Menus

*or*

FCCERS-R item 9, Indicator 3.2 scored "Yes" (If meals are provided by families)

#### Head Start Program Performance Standards

1302.44(a)(1)-(2)

#### Accreditation Standards

NAFCC 4.73

#### Rating Documentation

Sample Menus for prior 3 months (if meals are provided by families, FCCERS-R item 9, Indicator 3.2 must be scored "Yes", based upon the USDA Meal Guidelines Ages 1-12 and USDA Meal Guidelines for Infants (Birth-11mos)

## Level 4 Safe, Healthy Learning Environments

---

### 1.4.1 Standard

Demonstrates healthy, safe and clean indoor and outdoor environments through a FCCERS-R assessment.

---

#### Intent of Standard

In order to prevent or minimize the risk of injury and keep outdoor play areas safe high quality programs conduct regular health and safety checks. This is done to limit your programs liability by showing an effort to maintain your playground area and identify hazards to maintain the health and safety of the children. If there are any concerns such as items in poor repair, insufficient mulch or playground surfacing under the swings or slide, broken glass or vandalism it can be identified early on and corrected so that the children are not impacted. If any unfortunate events occur in the outdoor area the program will have an inspection report on file to prove that they were not negligent in maintaining the health and safety standards of the playground or outdoor play area.

---

#### Evidence/Documentation Required

FCCERS-R score average of 4 in subscales Space & Furnishings  
And Personal Care Routines

---

#### Head Start Program Performance Standards

1302.31(d)(e)  
1302.100  
1302.102(b)(i)  
1302.47(b)(1)-(2)

---

#### Accreditation Standards

NAFCC 2.1 – 2.21  
NAFCC 4.29 -4.99

---

#### Rating Documentation

Observation completed by NJCQR Reliable Rater

## Level 4 Safe, Healthy Learning Environments

---

### 1.4.2 Standard

Resources and information are provided to families regarding the benefits of outdoor play/physical fitness, nutrition, and obesity prevention.

---

#### Intent of Standard

Engaging in physical activity as a family can be a fun way to get everyone moving. Studies show that children who believe they are competent and have the skills to be physically active are more likely to be active. Those who feel supported by family to become active are more likely to participate.

---

#### Evidence/Documentation Required

Receipt from Parent Handbook

*or*

Resource Binder

*or*

Documentation of Correspondence with families

---

#### Head Start Program Performance Standards

1302.46(b)(ii)

---

#### Accreditation Standards

NAFCC: 5.10

---

#### Rating Documentation

Documentation with parent signatures confirming receipt of Parent Handbook or resources with information about outdoor play, nutrition and obesity prevention

## Level 4 Safe, Healthy Learning Environments

---

### 1.4.3 Standard

Families are provided health and safety resources annually in topics that include: preventive health, mental/behavioral health issues, nutrition and obesity, medication administration policies and procedures, oral health practices, communicable disease prevention.

---

#### Intent of Standard

All aspects of the child's life can be more meaningfully supported with systematic coordination between home and early care and education. Many families encounter challenges that place children at risk. Basic issues involving clothing, shelter, and medical care add to family stress and interfere with a child's ability to learn. Program staff should support and partner with parents by making every attempt to understand their perspectives, enhance their understanding of child development, assist them in reaching their goals, and involve them in the program.

---

#### Evidence/Documentation Required

Documentation of flyers, brochures, and/or handouts that the parents received information

---

#### Head Start Program Performance Standards

1302.46(a)

1302.46(b)(i)(ii)

---

#### Accreditation Standards

NAFCC 5.12

---

#### Rating Documentation

Documentation that parents received information on at least four different health and safety topics within the past 12 months.

## Level 5 Safe, Healthy Learning Environments

### 1.5.1 Standard

The provider practices tooth brushing on a daily basis, at least once, with the children and then stores the tooth brushes appropriately.

#### Intent of Standard

Routine oral health activities as referred to in Caring for Our Children Basic, such as regular tooth brushing and reducing exposure to sweetened foods and drinks, can help prevent tooth decay and caries. Poor oral health in children has been associated with dental pain, missed school, and poor school performance. Good oral hygiene is as important for a six-month-old with one tooth as it is for a six-year-old with many teeth. It is also important to encourage the family to select a dental home for regular dental care.

#### Evidence/Documentation Required

Policy and procedure on tooth brushing

*and*

Description of storage in parent handbook

#### Head Start Program Performance Standards

1302.43

#### Rating Documentation

Tooth brushing policy with description of storage procedure in parent handbook



## Level 5 Safe, Healthy Learning Environments

### 1.5.2 Standard

Providers serving infants and toddlers must have a policy that supports breastfeeding friendly principles, including accepting and storing breast milk and providing a comfortable place for breastfeeding.

#### Intent of Standard

Early care and education programs must value all families' decisions about infant feeding. Furthermore, children who are breastfed have 22% lower risk of becoming obese. Guidelines established for handling foods brought from home should be followed when storing breast milk.

#### Evidence/Documentation Required

Breastfeeding Policy in Parent Handbook

#### Head Start Program Performance Standards

1302.44(a)(2)(viii)

#### Accreditation Standards

NAFCC 4.74

#### Rating Documentation

Breastfeeding Policy in Parent Handbook (as applicable to enrolled children)

## Category 2: Curriculum and Learning Environment

A research-based curriculum, when used with fidelity, provides a road map for teachers/caregivers/providers to use in their rooms/classrooms. Teachers/Caregivers/Providers need to be formally trained in the program's chosen curriculum to ensure that the components are effectively being implemented. Training teachers/caregivers/providers in appropriate assessment, whether through observation or using an assessment tool, is equally as important. Quality programs that implement a chosen curriculum with fidelity typically have the child outcome data to support it.

### Level 1 Curriculum and Learning Environment

#### 2.1.1 Standard

Family Child Care sites have Department of Children and Families (DCF), Family Child Care Provider Certificate for one year.

#### Intent of Standard

Meeting minimum health and safety requirements established by NJ Department of Children and Families, Office of Licensing.

#### Evidence/Documentation Required

DCF Office of Licensing (OOL) Registration Certificate

#### Head Start Program Performance Standards

1302.23(d)

#### Accreditation Standards

NAFCC 5.4

#### Rating Documentation

TAS Verifies all level 2 documentation

## Level 2 Curriculum and Learning Environment

### 2.2.1 Standard

A self-assessment observation, FCCERS-R, is used to measure the general learning environment

#### Intent of Standard

When programs use the ERS scales to assess their own classrooms or have an outside assessor conduct assessments, they learn valuable information about strengths and areas of growth needed. Using this information helps the programs make decisions about what areas of quality can be addressed in the early learning program. ERS assessments also help Grow NJ Kids programs celebrate growth as they achieve the scores needed for a 3, 4 and 5 star rating and make decisions about continuous quality improvement.

#### Evidence/Documentation Required

The program must have a FCCERS-R observation conducted within the program by a QIS and a Quality Improvement Plan (QIP) based upon FCCERS-R observation.

#### Head Start Program Performance Standards

1302.(b)(i)

1302.31(c)-(d)

1302.100

1302.102(b)(1)(i)

#### Accreditation Standards

NAFCC 3.5

NAFCC 3.52-3.83

#### Rating Documentation

FCCERS-R observation by QIS

## Level 3 Curriculum and Learning Environment

### 2.3.1 Standard

FCCERS-R is used to measure the general learning environment.

---

#### Intent of Standard

See 2.2.1

---

#### Evidence/Documentation Required

FCCERS-R score average of 3 in subscale Activities, and Listening and Talking

---

#### Head Start Program Performance Standards

1302.31(c)-(d)

1302.100

1302.102(b)(1)(i)

---

#### Accreditation Standards

NAFCC 3.5

NAFCC 3.52-3.83

---

#### Rating Documentation

Observation completed by NJCQR Reliable Rater

## Level 3 Curriculum and Learning Environment

### 2.3.2 Standard

The provider has pre-planned, daily activities that are aligned to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards for the ages enrolled.

#### Intent of Standard

Providers use the NJ Birth to Three Early Learning Standards and/or the NJ Preschool Teaching and Learning Standards to serve as a foundation for daily developmentally appropriate activities for the children enrolled.

#### Evidence/Documentation Required

Provider has a copy of the standards on site and lesson plans

*and*

NJ Workforce Registry documentation

#### Head Start Program Performance Standards

1302.31(b)(1)(iv)

1302.31(c)-(e)

1302.60

#### Accreditation Standards

NAFCC 3.5-3.6

#### Rating Documentation

Lesson plans from prior 3 months; training documentation of 5 hours or more in at least two Core Knowledge Areas (see Family Child Care Developmentally Appropriate Trainings document for requirements) *\*Reviewed on NJ Workforce Registry/Onsite*

## Level 3 Curriculum and Learning Environment

### 2.3.3 Standard

Children whose first language isn't English are encouraged to use home language, gestures, communication devices, sign language, and pictures to communicate when needed.

---

#### Intent of Standard

Given the steady increase in the number of families and children whose home language is other than English, as well as in the number of languages spoken, programs must be responsive to serving culturally and linguistically diverse populations to ensure a high quality program for all children and families.

---

#### Evidence/Documentation Required

Signed Receipt

*or*

Explanation of communication

---

#### Head Start Program Performance Standards

1302.31(a)(2)(i)-(iii)

1302.40(a)

1302.41(a)

1302.50(b)(2)

1302.50(b)(5)

1302.51(a)(3)

---

#### Accreditation Standards

NAFCC 1.5

NAFCC 1.17

NAFCC 3.63

---

#### Rating Documentation

Evidence of home language policy/explanation of communication



## Level 4 Curriculum and Learning Environment

---

### 2.4.1 Standard

The provider implements a research-based, validated curriculum that is aligned to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards and is supported through training within the Core Knowledge and Competencies for Early Childhood Professionals that is specific to Family Child Care Developmentally Appropriate Practice (DAP).

---

#### Intent of Standard

Providers should work with their TAS in using the Standards Alignment Document as a tool for assuring that the chosen curriculum is aligned to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards.

Research shows that child outcomes improve when classrooms demonstrate strong fidelity, meaning that the curriculum and assessment are being implemented as intended. In order to accurately implement curriculum, training is needed in various topics that reflect current best practices and support providers as they intentionally plan daily routines and activities. Providers are encouraged to read through course descriptions when choosing trainings in the various core knowledge areas, as well as, utilize resources available within the QRIS system, in order to identify training that will support curriculum implementation and continuous quality improvement efforts and the particular ages the program serves. Providers should document the need for curriculum training in their Professional Development Plan and receive training within one year from date of star rating application.

If offered, providers are encouraged to complete training specific to selected curriculum, including online training, but is not a requirement for meeting this standard.

---

#### Evidence/Documentation Required

Lesson Plans

*and*

NJ Workforce Registry documentation

*continued on next page*

---

## **Head Start Program Performance Standards**

1302.31(b)(1)(i)-(iv)

1302.32

1302.60

1302.92(b)(5)

---

## **Rating Documentation**

Lesson plans for prior 3 months with evidence of activities/experiences planned around the early learning standards; training documentation of 10 hours or more in at least three Core Knowledge Areas (see Family Child Care Developmentally Appropriate Trainings document for requirements) *\*Reviewed on NJ Workforce Registry/Onsite*

## Level 4 Curriculum and Learning Environment

---

### 2.4.2 Standard

A research-based developmental screening tool is used to identify children who may need additional evaluation and/or intervention strategies and results are shared with families.

---

#### Intent of Standard

Typically a developmental screening tool (such as the Ages & Stages, Brigance, or ESI-R) is conducted for all children birth to 5 years of age. Developmental screening tools are a standardized method of identifying each child's strengths and difficulties. Instructions from the developer should be followed to fidelity when administering the tool. It also identifies children whose screening score recommends a referral for further evaluation by early intervention or professional diagnosticians.

---

#### Evidence/Documentation Required

Completed Screening Tool within the last 12 months

*and*

Developmental Screening Protocol/Policy in Parent Handbook

*and*

Parent signature and date results shared

---

#### Head Start Program Performance Standards

1302.33(a)(1)-(3)

1302.33(c)(1)

1302.34(b)(6)

---

#### Rating Documentation

Copy of completed developmental screening tool for children enrolled more than 6 months; protocol/policy in Parent Handbook

*(Note: Completed screening tools and parent signatures will be reviewed onsite in children's folders and will also be required to demonstrate this standard has been fully met in addition to what is listed here for electronic submission.)*

## Level 4 Curriculum and Learning Environment

---

### 2.4.3 Standard

Strategies are used to engage children in learning and meaningful conversations by using opened-ended questions and providing interesting learning opportunities throughout the day.

---

#### Intent of Standard

Research shows that interactions between adults and children are the key mechanism through which instructional support is provided to children in the early years of schooling. At this level, programs will undergo observations by an external reliable rater and must meet the requirements set forth in the Grow NJ Kids tool, which are aligned to higher levels of quality.

---

#### Evidence/Documentation Required

FCCERS-R Item 14, Indicator 5.2 “Yes”

---

#### Head Start Program Performance Standards

1302.31(b)(1)(i)

---

#### Accreditation Standards

NAFCC 3.10  
NAFCC 3.59  
NAFCC 3.60  
NAFCC 3.61

---

#### Rating Documentation

FCCERS-R item 14, Indicator 5.2 “Yes”

## Level 5 Curriculum and Learning Environment

---

### 2.5.1 Standard

A comprehensive, research-based, developmentally appropriate curriculum is used to individualize learning, ensure a positive learning environment for all children, and promote critical thinking skills.

---

#### Intent of Standard

Research shows that child outcomes improve when providers individualize learning experiences to meet the developmental needs of each child.

Based on the curriculum selected, sufficient additional training hours (beyond the 10) must be completed to ensure curriculum is being implemented. A curriculum reflective of current research and best practice must be in use, along with continued professional development that promotes intentionality and individualization in meeting the developmental needs of each child within the progr. Providers should document the need for curriculum training in their Professional Development Plan and receive training within three years from date of star rating application.

---

#### Evidence/Documentation Required

Individual activities are documented in lesson plans to support each child's identified early care/educational goal

*and*

NJ Workforce Registry documentation

*and*

FCCERS-R Item 14, Indicator 7.2-"Yes"

---

#### Head Start Program Performance Standards

1302.31(b)(1)-(2)

1302.32

1302.60

---

#### Accreditation Standards

NAFCC 3.3

NAFCC 3.7

---

*Continued on next page*

---

### **Rating Documentation**

Lesson plans for prior 3 months with documented individual activities to support each child's identified early care/educational goal; Provider has attended 20 hours of training or more in at least ten training topics, with at least 10 training hours completed in topics listed under Core Knowledge Areas: "Learning Environment and Curriculum" and "Child Growth and Development" (see Family Child Care Developmentally Appropriate Trainings document for requirements) *\*Reviewed on NJ Workforce Registry/Onsite; FCCERS-R Item 14, Indicator 7.2-"Yes*

## Level 5 Curriculum and Learning Environment

### 2.5.2 Standard

A formative assessment aligned to the curriculum is used to address all developmental domains.

#### Intent of Standard

Formative assessment is a process that providers employ to collect and use assessment information to tailor instruction to the individual needs of children. Collecting information from multiple sources and analyzing it in light of children's individual learning needs can support teaching whereby all children continue to learn and thrive. Ideally, early childhood educators embed formative assessment in instruction by working directly with children to gather information about what children know and can do, how they process information and solve problems, and how they interact with other children and adults.

#### Evidence/Documentation Required

Formative assessment (e.g., The Ounce Scale, Working Sampling Systems, High Scope's Child Observation Record Advantage, Teaching Strategies GOLD)

Sample portfolios, observation forms, completed rubrics

#### Head Start Program Performance Standards

1302.33(b)(1)-(2)

1302.33(c)(1)

#### Rating Documentation

Evidence of formative assessment at least twice a year. Documentation is based on the formative assessment used and may include copies of sample portfolios, observation forms, etc.



## Level 5 Curriculum and Learning Environment

### 2.5.3 Standard

Transition planning for all children going to preschool or kindergarten including successful intervention strategies for children who exhibit challenging behaviors is documented and shared with the child's parent/family.

#### Intent of Standard

Transitioning to preschool or kindergarten is an important life event. Effective transition practices should promote continuity from one setting to the next and incorporate family involvement and support. Some examples of best practice include:

- ☐ Offering parent meetings focused on child and family expectations and services in the next setting;
- ☐ Coordinating with the next setting to send out invitations to the early care and education program that children are moving to;
- ☐ Having an open house for parents;
- ☐ Holding an orientation for the newly enrolled families;
- ☐ Setting up home visits for teachers to meet families;
- ☐ Distribute home-learning activities; and
- ☐ Sharing portfolios documenting children's cumulative work

#### Evidence/Documentation Required

Documentation plans (e.g. Behavioral support plans)

Transition Folder

#### Head Start Program Performance Standards

1302.70(a)

1302.70(c)

1302.70(e)

1302.71(a)-(e)

#### Rating Documentation

Transition Folder for children moving to a child care center/kindergarten\* (Documentation should include: results from developmental screenings and assessments, documentation from parent conferences, behavioral support plans)

*\*If no children moving to preschool/kindergarten submit for each child: reports from family conferences that include 5 academic/behavioral goals for following year.*

## Category 3: Family and Community Engagement

Children develop in the context of their families. For some children, the term “family” includes a large number of people and for other children; family consists of just a parent or grandparent. In either scenario, family and community have significant influences on young children through cultural background and local values. Each community is unique and filled with many different cultures, religions, and languages. In order to support infants and young children to the fullest extent, their family and community need to be involved in the program design and implementation. Providers can provide children with quality learning experiences by connecting local values in their program design. The support that families rely upon must be considered as a vital piece in the effort to provide quality experiences to infants and young children.

### Level 1 Family and Community Engagement

---

#### 3.1.1 Standard

Family Child Care sites have Department of Children and Families (DCF), Family Child Care Provider Certificate for one year.

---

#### Intent of Standard

Meeting minimum health and safety requirements established by NJ Department of Children and Families, Office of Licensing.

---

#### Evidence/Documentation Required

DCF Office of Licensing (OOL) Registration Certificate

---

#### Head Start Program Performance Standards

1302.23(d)

---

#### Accreditation Standards

NAFCC 5.4

---

#### Rating Documentation

TAS Verifies all level 2 documentation

## Level 2 Family and Community Engagement

### 3.2.1 Standard

Regular communication occurs between the provider and family to share individual child information and program activities.

#### Intent of Standard

One of the primary purposes of child observation/assessment is to share information with families about how their children are progressing in the program. Programs should establish communication mechanisms to share information that is meaningful and relevant about individual children; provide an opportunity for families to have input about their children's needs, and to ensure that action can be taken when information is shared. Best practice advises that communication with families occurs daily for infants and toddlers and weekly for preschool-aged children.

#### Evidence/Documentation Required

Documentation of daily communication with families for infants and toddlers and weekly for preschool-aged children

#### Head Start Program Performance Standards

1302.34(b)(2)

#### Accreditation Standards

NAFCC 1.14

#### Rating Documentation

Documentation of daily communication with families for infants and toddlers and at least weekly for preschool-aged children, as verified by the TAS

## Level 2 Family and Community Engagement

### 3.2.2 Standard

A community resource handbook or materials is available to all parents/families that include: community and school-based resources and/or direct services to promote child/family safety, health, and stability

#### Intent of Standard

Providers can strengthen and support families in crisis by having a binder available containing brochures or listings of community resources, agencies, and services that can help families through various struggles or crisis. As such, this standard's intent is for providers to identify and gather contact information regarding services in their community that can be of assistance to parents.

Resources or materials can be electronic (on website) or hard copy (at program site). Providers do not need to develop their own resources but may use existing reliable resources to meet this standard.

#### Evidence/Documentation Required

Community Resource Handbook/materials

Describe where it is documented and provide examples of when it was shared

#### Head Start Program Performance Standards

1302.53(a)(2)

#### Accreditation Standards

NAFCC 5.11

NAFCC 5.12

#### Rating Documentation

Community Resource Handbook/materials as verified by the TAS

## Level 3 Family and Community Engagement

---

### 3.3.1 Standard

Providers initiate strategies for working with families utilizing the Strengthening Families Protective Factors.

---

#### Intent of Standard

Research suggests that engaging families/parents is a strong prevention strategy to reduce the risk of child abuse and neglect. This is done by utilizing the Strengthening Families Protective Factors Framework to help early care and education programs identify family stressors, potential causes, provide community resources and build upon protective factors.

---

#### Evidence/Documentation Required

Documentation of strategies addressing protective factors within the Strengthening Families Protective Factors Framework: Parent resilience, Social Connections, Concrete Support in Times of Need, Knowledge of Parenting and Child Development, Social and Emotional Competence of Children.

---

#### Rating Documentation

Samples from at least three or more of the following strategies distributed within past 12 months: flyers, emails, photos, newsletters, media, etc. addressing one or more of the protective factors within the Strengthening Families Protective Factors Framework.

## Level 3 Family and Community Engagement

### 3.3.2 Standard

Provider shares information with families on age-appropriate early learning standards.

#### Intent of Standard

The use of developmentally appropriate practices in early care settings are supported by the early learning standards. It is important for families to understand the early learning standards so they may embrace age appropriate play based activities along with how those activities support their child's learning.

#### Evidence/Documentation Required

Documentation of family correspondence

#### Head Start Program Performance Standards

1302.50(b)(1)

1302.51(a)

#### Rating Documentation

Copy of two examples of information focused on age-appropriate early learning standards/Developmentally Appropriate Practice shared with families within past 12 months

## Level 3 Family and Community Engagement

---

### 3.3.3 Standard

Provider shares information on expectations and routines at enrollment and throughout the year.

---

#### Intent of Standard

Family involvement is essential to providing a quality early learning environment. The expectations for families must be clearly communicated by the provider so that families understand their responsibilities.

---

#### Evidence/Documentation Required

Documentation of family correspondence

---

#### Rating Documentation

Copy of information related to program expectations and routines shared during enrollment and at least one other example shared with families within past 12 months



## Level 3 Family and Community Engagement

### 3.3.4 Standard

Parents/families are encouraged to actively participate in activities or events that promote learning or family engagement.

#### Intent of Standard

This provides an opportunity for parents to further support their child's education success by being active partners in their education.

#### Evidence/Documentation Required

Examples of parent participation (i.e. sign-in sheets, photos, etc.)

#### Head Start Program Performance Standards

1302.34(a)

1302.34(b)(1)

1302.34(b)(5)

#### Accreditation Standards

NAFCC 1.9

NAFCC 1.19

#### Rating Documentation

Copy of two examples of encouragement of/or parent participation (i.e. sign-in sheets, photos, etc.) within the past 12 months

## Level 3 Family and Community Engagement

### 3.3.5 Standard

Providers will inform parents of the local or regional community advisory council and meeting dates (i.e. this could be the County Council for Young Children).

#### Intent of Standard

Parent participation in advisory councils is valuable for shaping programs so that they meet the needs of families. It also encourages parents to strive for leadership opportunities in which they can be actively involved in organizing activities that improve their child's education and learning experiences.

#### Evidence/Documentation Required

Evidence/List of community organizations where parents can participate

#### Head Start Program Performance Standards

1301.4(b)

#### Rating Documentation

Copy of list of community organizations that welcome parent participants

## Level 3 Family and Community Engagement

### 3.3.6 Standard

Families are provided with information and resources about health insurance enrollment, state nutrition programs, immunizations schedules, lead poisoning, and mandatory lead screening.

#### Intent of Standard

Early care and education programs can strengthen and support families by providing brochures or listings of community resources, agencies, and services that can help families obtain health insurance, state nutrition programs, understanding the importance of immunizations, lead poisoning and screening. As such, this standard's intent is for programs to identify and gather contact information regarding services in their community that can be of assistance to parents.

Resources or materials can be electronic (on website) or hard copy (at program site). Programs do not need to develop their own resources but may use existing reliable resources to meet this standard.

#### Evidence/Documentation Required

Signed receipts for the parent handbook or resource binder

*or*

evidence of family correspondence

#### Head Start Program Performance Standards

1302.46(a)

1302.46(b)(i)-(ii)

1302.46(2)(i)

#### Accreditation Standards

NAFCC 5.12

#### Rating Documentation

Documentation with parent signatures confirming receipt of Parent Handbook or resources with current information about health insurance enrollment, state nutrition programs, immunizations schedules, lead poisoning, and mandatory lead screening.

## Level 4 Family and Community Engagement

---

### 3.4.1 Standard

All newly enrolled families are offered and encouraged to complete the Strengthening Families (SF) Protective Factor Survey.

---

#### Intent of Standard

The survey is used to identify whether families entering the program have any needs or challenges in the areas of parental resilience, social connections, and/or concrete support. Providers can utilize the aggregated data to better serve families who have children enrolled in their program using the SF Protective Factors Framework to build on families' strengths and promote optimal child development.

---

#### Evidence/Documentation Required

Collated summary sheet with number of families enrolled and number of surveys returned from families. Copy of any/each survey(s) completed in prior 12 months.

---

#### Head Start Program Performance Standards

1302.50(a)

1302.50(b)(1)-(2)

1302.52(b)

---

#### Accreditation Standards

NAFCC 1.9-1.13

---

#### Rating Documentation

Collated summary sheet with number of families enrolled and number of surveys returned from families. Copy of any/each survey(s) completed in past 12 months should be submitted

## Level 4 Family and Community Engagement

### 3.4.2 Standard

Providers have parent meetings and/or parent conferences to communicate curriculum objectives and share child's developmental progress with parents in order to engage families in setting individual early care and educational goals for the child and effective strategies to support learning at home.

#### Intent of Standard

To make an impact on engaging families as equal partners in their child(ren's) learning and development, providers and families must work together to build strong relationships that support information sharing between the program and the family about child(ren's) learning and development. Providers should ensure that families have access to information that is understandable and meaningful in a variety of ways (i.e. electronic, paper, multiple languages) about the program's curriculum and opportunities for the provider and family to collaboratively set individual child goals in order to support and extend the child(ren's) learning at home.

#### Evidence/Documentation Required

Documentation of parent conferences (e.g. parent sign up sheet with signatures or dated conference notes/information shared, copy of child's IEP and correspondence with outside agencies and/or family meetings regarding IEP) with at least one identified goal. (for families who may decline conference/meeting, documentation of conference/meeting offered and child's developmental progress provided to families in absence of meeting)

*and*

At least one documented early care/educational goal identified for the child

#### Head Start Program Performance Standards

1302.34(a)

1302.34(b)(3)

1302.51(b)

1302.62(a)

#### Accreditation Standards

NAFCC 1.16

*Continued on next page*

---

**Rating Documentation**

Evidence that parent conferences/meeting with families were held at least two times over a 12 month period and at least one documented early care/educational goal identified for the child (documentation of conference/meeting offered and child's developmental progress provided to families in absence of meeting for families who may decline conference/meeting)

## Level 4 Family and Community Engagement

### 3.4.3 Standard

Providers should provide education and/or information for parents/guardians on good oral hygiene practices and avoidance of behaviors that increase the risk of early childhood caries, based on guidelines provided by Caring for our Children.

#### Intent of Standard

Routine oral health activities as referred to in Caring for Our Children Basic, such as regular tooth brushing and reducing exposure to sweetened foods and drinks, can help prevent tooth decay and caries. Poor oral health in children has been associated with dental pain, missed school, and poor school performance. Good oral hygiene is as important for a six-month-old with one tooth as it is for a six-year-old with many teeth. It is also important to encourage the family to select a dental home for regular dental care.

#### Evidence/Documentation Required

Copy of educational materials provided to families and Oral Hygiene Policy

#### Head Start Program Performance Standards

1302.46(a)

1302.46(b)(i)-(ii)

#### Accreditation Standards

NAFCC 5.10

#### Rating Documentation

Copy of oral hygiene policy

*and*

evidence of education and/or information provided to parents within last 12 months



## Level 5 Family and Community Engagement

### 3.5.1 Standard

Strengthening Families principles and strategies are integrated into the work of the provider.

#### Intent of Standard

The principles are practiced daily by the provider. The provider is knowledgeable and competent about the seven core strategies.

#### Evidence/Documentation Required

Examples of new strategies related to SF principles integrated

#### Head Start Program Performance Standards

1302.50(a)

1302.50(b)(1)-(3)

1302.52(b)-(d)

#### Accreditation Standards

NAFCC 1.9-1.13

#### Rating Documentation

Evidence of SFPP fully integrated (may include the annually updated SF Quality Improvement Plan, completed SF Self-Assessment for FCC, SF Action Plan based on outcomes from Self-Assessment and completed SF surveys filled out by parents)

## Level 5 Family and Community Engagement

### 3.5.2 Standard

Encourage participation of parents on a local or regional community advisory council (i.e. this could be the County Council for Young Children, Human Service Advisory Councils, etc.).

#### Intent of Standard

Parent participation in advisory councils is valuable for shaping programs so that they meet the needs of families. It also encourages parents to strive for leadership opportunities in which they can be actively involved in organizing activities that improve their child's education and learning experiences.

#### Evidence/Documentation Required

List of community organizations where parent can be involved  
*and*

Copies of flyers with meeting information

#### Head Start Program Performance Standards

1301.4(b)

#### Rating Documentation

List of community organizations in which parents can be involved and copies of flyers/meeting information is shared with families.

## Category 4: Workforce/Professional Development

Effective professional development provides providers with high quality learning opportunities that is differentiated, similar to the quality learning that is provided for children. Training plans and in service opportunities should be provided using identified needs and strengths of provider coupled with the goals of the program.

### Level 1 Workforce/Professional Development

---

#### 4.1.1 Standard

Family Child Care sites have Department of Children and Families (DCF), Family Child Care Provider Certificate for one year.

---

#### Intent of Standard

Meeting minimum health and safety requirements established by NJ Department of Children and Families, Office of Licensing.

---

#### Evidence/Documentation Required

DCF Office of Licensing (OOL) Registration Certificate

---

#### Head Start Program Performance Standards

1302.23(d)

---

#### Accreditation Standards

NAFCC 5.4

---

#### Rating Documentation

TAS Verifies all level 2 documentation

## Level 2 Workforce/Professional Development

---

### 4.2.1 Standard

Maintain active status in the NJ Workforce Registry.

---

#### Intent of Standard

Enrollment in the NJ Workforce Registry supports Family Child Care Providers as professionals by tracking attendance in professional development activities and is referenced for verification of credentials and professional development.

---

#### Evidence/Documentation Required

NJ Workforce Registry Number

---

#### Head Start Program Performance Standards

1302.91(a)

---

#### Accreditation Standards

NAFCC 5.6

---

#### Rating Documentation

NJ Workforce Registry enrollment verified by the TAS

## Level 2 Workforce/Professional Development

### 4.2.2 Standard

Provider has received training in topics specific to Developmentally Appropriate Practice (DAP).

#### Intent of Standard

The purpose is to ensure that early childhood professionals are familiar with New Jersey's early learning standards. The NJ Birth to Three Early Learning Standards & Preschool Teaching and Learning Standards are based on research regarding high quality child care and early childhood education.

#### Evidence/Documentation Required

NJ Workforce Registry documentation that the Family Child Care Provider attended one training related to Developmentally Appropriate Practice for at least two hours.

#### Head Start Program Performance Standards

1302.91(e)(5)

1302.92(b)(5)

#### Accreditation Standards

NAFCC 5.6

#### Rating Documentation

NJ Workforce Registry documentation that the Family Child Care Provider attended one training related to Developmentally Appropriate Practice for at least two hours verified by TAS

## Level 2 Workforce/Professional Development

### 4.2.3 Standard

Provider has received overview in Strengthening Families.

#### Intent of Standard

Research suggests that engaging families/parents is a strong prevention strategy to reduce the risk of child abuse and neglect. This is done by utilizing the Strengthening Families Protective Factors Framework to help early care and education programs identify family stressors, potential causes, provided community resources and build upon protective factors.

#### Evidence/Documentation Required

NJ Workforce Registry documentation

#### Head Start Program Performance Standards

1302.92(b)(3)-(4)

#### Accreditation Standards

NAFCC 5.6

#### Rating Documentation

NJ Workforce Registry documentation verified by TAS

## Level 2 Workforce/Professional Development

### 4.2.4 Standard

Provider received training on business practices, which include topics such as record keeping, contracts & policies, marketing, payment & documentation, social security/tax ID.

#### Intent of Standard

The Family Child Care Provider is a small business owner. As a business owner, it is important to understand best practice in operating a business, which includes the topics addressed in this standard.

#### Evidence/Documentation Required

NJ Workforce Registry documentation

#### Head Start Program Performance Standards

1302.91(a)

#### Accreditation Standards

NAFCC 5.6

#### Rating Documentation

NJ Workforce Registry documentation verified by TAS



## Level 3 Workforce/Professional Development

### 4.3.1 Standard

Provider has received training in the administration of the adopted developmental screening tool.

#### Intent of Standard

Training on the adopted developmental screening tool is necessary in order for providers to accurately utilize the screening tool to assess each child's developmental status across multiple domains. Typically a developmental screening tool (such as the Ages & Stages, Brigance, or ESI-R) is conducted at the beginning of a school year for all children birth to 5 years of age. Developmental screening tools are a standardized method of identifying each child's strengths and difficulties. It also identifies children whose screening score recommends a referral for further evaluation by early intervention or professional diagnosticians.

The training should be provided by the developer or an approved trainer who was trained by the developer.

#### Evidence/Documentation Required

NJ Workforce Registry documentation

#### Head Start Program Performance Standards

1302.33(c)(1)

#### Accreditation Standards

NAFCC 5.6

#### Rating Documentation

Professional development in the adopted developmental screening tool as documented in the NJ Workforce Registry.

## Level 3 Workforce/Professional Development

### 4.3.2 Standard

Providers receive ongoing, formal professional development that builds upon the required training for Family Child Care registration.

#### Intent of Standard

Workshops, conferences, and trainings are examples of formal professional development. The purpose of this standard is to enhance staff members' individual growth as professionals and increase knowledge of the recommended practices to achieve high quality. Training should be current and meet the annual requirements as outlined by NJ Workforce Registry.

#### Evidence/Documentation Required

Individual Professional Development

60 hours of Formal Professional Development taken within three years, as indicated by the NJ Workforce Registry

#### Head Start Program Performance Standards

1302.47(b)

1302.91(a)

1302.92(b)

#### Accreditation Standards

NAFCC 5.6

#### Rating Documentation

Required: 60 hours within three years

*\*Reviewed on NJ Workforce Registry/Onsite in Provider Folders (Professional Development Plan)*

## Level 4 Workforce/Professional Development

---

### 4.4.1 Standard

A Provider has professional development that prepares them to work with young children who have special needs.

---

#### Intent of Standard

The Family Child Care program is a community and in any community there are individuals with disabilities. In accordance, with the Individuals with Disabilities Education Act (IDEA) and the American's with Disabilities Act (ADA) children with disabilities should be included with their peers. In order to be prepared to accommodate children who have special needs providers need training that includes strategies for supporting inclusion of all children, including those with disabilities.

---

#### Evidence/Documentation Required

NJ Workforce Registry documentation

---

#### Head Start Program Performance Standards

1302.91(e)(5)

1302.92(b)(4)

---

#### Accreditation Standards

NAFCC 5.7

---

#### Rating Documentation

Professional development in the topic: a minimum of two hours and completed every three years

*\*Reviewed on NJ Workforce Registry/Onsite*

## Level 4 Workforce/Professional Development

---

### 4.4.2 Standard

Professional Development is received in the Pyramid Model, social, emotional development with special needs, and infant / child mental health.

---

#### Intent of Standard

Training on the CSEFEL Pyramid Model, Social, Emotional Development, and Infant Early Childhood Mental Health provides family child care providers with strategies that promote social, emotional competence and effectively address challenging behaviors. Providers training needs should be identified and outlined in the Professional Development Plan.

---

#### Evidence/Documentation Required

NJ Workforce Registry documentation

---

#### Head Start Program Performance Standards

1302.91(a)

1302.92(a)

1302.92(b)(1)-(4)

---

#### Accreditation Standards

NAFCC 5.6

NAFCC 5.7

---

#### Rating Documentation

Professional development in one of the topic areas: a minimum of two hours and completed every three years

*\*Reviewed on NJ Workforce Registry/Onsite*

## Level 5 Workforce/Professional Development

---

### 4.5.1 Standard

Provider must have at a minimum, Family Child Care CDA or be enrolled in a CDA program.

---

#### Intent of Standard

If the provider has a degree unrelated to early childhood education or child development then 9 credits related to child development are necessary to create the foundation for early childhood education and child development knowledge. Early childhood related fields are defined by the New Jersey Registry Career Lattice.

---

#### Evidence/Documentation Required

NJ Workforce Registry documentation aligned with the New Jersey Registry Career Lattice.

---

#### Head Start Program Performance Standards

1302.91(e)(4)(i)

---

#### Rating Documentation

Current CDA Certificate or NJ Workforce Registry documentation

*\*Reviewed on NJ Workforce Registry/Onsite*

## Level 5 Workforce/Professional Development

---

### 4.5.2 Standard

Provider is an “active participant” in, at least, one professional early childhood related association.

Note: “Active participation” means attends conferences, conducts presentation or participates in early childhood advocacy activities

---

#### Intent of Standard

Provider participation in a professional association is a valuable opportunity for their own development and leadership. Providers become actively involved in opportunities that provide them with input and expertise to improve their practice.

---

#### Evidence/Documentation Required

Evidence of active participation: certificate, conference/presentation agenda

---

#### Accreditation Standards

NAFCC 5.8

---

#### Rating Documentation

Copy of agenda from conference/certificate of attendance/active membership certificate (must be current/from within prior year)

Yes ☐No ☐

## Category 5: Administration and Management

High quality leaders are essential to an effective program. A purposeful program design will allow the provider and children to reach their full potential. High quality providers design the program to enable appropriate training opportunities, foster collaboration, effectively involve families and the local community in program activities, and create a welcoming environment for all.

### Level 1 Administration and Management

#### 5.1.1 Standard

Family Child Care sites have Department of Children and Families (DCF), Family Child Care Provider Certificate for one year.

#### Intent of Standard

Meeting minimum health and safety requirements established by NJ Department of Children and Families, Office of Licensing.

#### Evidence/Documentation Required

DCF Office of Licensing (OOL) Registration Certificate

#### Head Start Program Performance Standards

1302.23(d)

#### Accreditation Standards

NAFCC 5.4

#### Rating Documentation

TAS Verifies all level 2 documentation

## Level 2 Administration and Management

### 5.2.1 Standard

Providers share information with families about Grow NJ Kids and educate families on the components found within high quality early childhood education programs.

#### Intent of Standard

Providing parents with information on what quality early childhood education looks like in a Family Child Care program allows them to make informed decisions about their child's care and education and to better support the provider in engaging in continuous quality improvement efforts within the program.

#### Evidence/Documentation Required

Documentation of information about Grow NJ Kids shared with families and copy of parent letter with program goals based on quality improvement plan as verified by TAS

#### Head Start Program Performance Standards

1302.50(b)(2)

1302.53(b)(2)

1302.62(a)(1)

1302.102(a)

1302.102(c)(2)(i)

#### Accreditation Standards

NAFCC 5.6

#### Rating Documentation

Documentation of information about Grow NJ Kids shared with families and copy of parent letter with program goals based on quality improvement plan as verified by TAS



## Level 3 Administration and Management

---

### 5.3.1 Standard

If the provider has an assistant, there are scheduled meetings each week to ensure the assistant receives feedback and is informed on all issues. If the provider uses a substitute or alternate, there is a process in place to share program policy updates and pertinent information regarding daily routines and activities and the children in care.

---

#### Intent of Standard

Quality programs allow for ongoing planned and scheduled opportunities for the provider and assistant to reflect on their observations, knowledge, and experience so they can thoughtfully plan the next steps in each child's learning. These programs also have a system for keeping substitutes informed on program policies and individual child needs in order to ensure consistent care during provider's absence.

---

#### Evidence/Documentation Required

Dated log of meeting/discussions

*and*

Written procedure for sharing information with substitute/alternate (if applicable)

---

#### Accreditation Standards

NAFCC 5.26

NAFCC 5.28

NAFCC 5.34

---

#### Rating Documentation

Copy of schedule of meetings and agendas from the prior 3 months; written procedure for sharing information with substitute/alternate (if applicable)

## Level 3 Administration and Management

### 5.3.2 Standard

Written policies are provided to parents/families in parent handbook to include:

- substitute care arrangement
- persons authorized to pick up the child
- medication administration
- emergencies
- discipline policy
- conferences
- transportation, if provided
- visitors to the home
- field trips, if provided

#### Intent of Standard

Policies are provided to families to ensure they are adequately informed and are aware of standardized operating procedures of the provider.

#### Evidence/Documentation Required

Parent Handbook listing policies and procedures

#### Head Start Program Performance Standards

1303.10

#### Accreditation Standards

NAFCC 5.19

#### Rating Documentation

Parent Handbook listing policies and procedures regarding each of the items as applicable:

- substitute care arrangement
- persons authorized to pick up the child
- medication administration
- emergencies
- discipline policy
- conferences
- transportation, if provided
- visitors to the home
- field trips, if provided

## Level 4 Administration and Management

---

### 5.4.1 Standard

Provider has marketing and recruitment strategies in place.

---

#### Intent of Standard

Any successful organization requires a strong marketing and recruitment plan. Early childhood education providers are businesses. In order to maximize full enrollment, providers develop recruitment strategies, conduct outreach efforts and advertise in order to inform the community of the services provided and unique strengths of their particular early childhood education program.

---

#### Evidence/Documentation Required

Marketing Materials

Recruitment plan

---

#### Head Start Program Performance Standards

1302.13

---

#### Rating Documentation

Three examples of marketing and/or recruitment strategies

## Level 4 Administration and Management

---

### 5.4.2 Standard

Provider implements appropriate record keeping to track income received, caregiving hours, business hours worked in the home, and business related expenses. If applicable, tracks meals and snacks served to children.

---

#### Intent of Standard

Any successful organization requires record keeping and business practices. Early childhood education providers are businesses. Tracking income, expenses and other business-related records on an ongoing basis allows the provider to more efficiently operate the family child care program and make informed decisions regarding the business and adjustments, as needed.

---

#### Evidence/Documentation Required

Documentation of Tracking System

---

#### Rating Documentation

Evidence that a tracking system is in place for each of the following topics:

- Income received
- Caregiving hours
- Business hours worked in the home
- Other business-related expenses
- If applicable: meals/snacks served to children

## Level 4 Administration and Management

---

### 5.4.3 Standard

Documentation of filing taxes (schedule C).

---

#### Intent of Standard

Annually taxes should be completed by the Provider or a certified public accountant (CPA) to ensure that the program's compliance with the Internal Revenue Service (IRS).

---

#### Evidence/Documentation Required

Tax Forms/ Copy of schedule C

---

#### Accreditation Standards

NAFCC 5.17

---

#### Rating Documentation

Copy of most recent tax form filed

## Level 5 Administration and Management

---

### 5.5.1 Standard

Provider has a current operating budget that ensures an adequate cash flow and accounting practices.

---

#### Intent of Standard

Family child care providers have operation costs and the constraints of a budget. A projected one-year operating budget provides a financial road map to help estimate expenditures and income for the next 12 months. This allows for careful decision-making regarding financial resources, expenditures, and profits.

---

#### Evidence/Documentation Required

Current operating budget with projected income and expense figures

---

#### Rating Documentation

Copy of current operating budget with projected income and expense figures

## Level 5 Administration and Management

---

### 5.5.2 Standard

Provider has current Liability Insurance as a Family Child Care Provider.

---

#### Intent of Standard

A family child care home is a business and should be protected appropriately by liability insurance in case of unexpected events that could impact their business.

---

#### Evidence/Documentation Required

Copy of liability insurance

---

#### Accreditation Standards

NAFCC 5.20

---

#### Rating Documentation

Copy of current liability insurance

## Level 5 Administration and Management

### 5.5.3 Standard

Providers solicit feedback from families on an annual basis through survey to evaluate the program and results are used to develop the program's improvement plan.

#### Intent of Standard

It is important to obtain recommendations for improvement from various perspectives regarding all aspects of the program when working to continuously improve quality within the Family Child Care program. Feedback from the parents and families regarding programmatic improvement is valuable since they are the clients and their overall satisfaction is key. This information should be included in developing the Grow NJ Kids Quality Improvement Plan.

#### Evidence/Documentation Required

Completed family/parent surveys

*and*

Provider's improvement plan based on survey feedback

#### Head Start Program Performance Standards

1302.34(b)(4)

1302.102(b)(i)

#### Accreditation Standards

NAFCC 1.19

#### Rating Documentation

Completed family/parent survey; improvement plan based on survey feedback

*Last Updated 7-27-17*



# Appendix 2: FCCERS Materials Checklist



## FCCERS-R Materials Checklist

This checklist is to assist programs in preparing their classroom environments for a Level 3 - Level 5 rating. This list does not guarantee a higher rating in Colorado Shines. For more information and clarification on classroom environments, refer to the *Early Childhood Environment Rating Scale Revised Edition*.

### Books

- At least 12 appropriate for each age group
- No less than 2 for each child in each age group
- Must be accessible for "Much of the Day"

*At least 12 appropriate for each age group (no less than 2 for each child in the group)*

- ☐ People
- ☐ Animals
- ☐ Race
- ☐ Familiar Objects
- ☐ Age
- ☐ Familiar Routines
- ☐ Ability

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Fine Motor

- At least 10 appropriate materials for infants/toddlers
- At least 3 from each category for preschoolers/school-agers
- Must be accessible for "Much of the Day"

#### *For Infants:*

- ☐ Rattles to shake and grasp (of different textures, colors, shapes, with varying noises)
- ☐ Safe hanging things to bat at or to grasp
- ☐ Small soft grasping toys, such as animals, rings, or dolls
- ☐ Simple stacking rings
- ☐ Clean teething toys
- ☐ Large pop beads
- ☐ Cause-and-effect toys, which respond with sounds or other responses when buttons are pushed

#### *For Toddlers:*

- ☐ Containers to drop objects into/shape sorters
- ☐ Bead mazes
- ☐ Sets of manipulatives with larger than preschool- sized pieces ( such as links, interlocking stars, medium-sized interlocking blocks, or large beads to string)
- ☐ Simple lacing toys
- ☐ Finger paints
- ☐ Large watercolor markers
- ☐ Puzzles with knobs and large pieces
- ☐ Crayons

#### *For Preschoolers/School-agers:*

Small Building Materials	<input type="checkbox"/> Interlocking Blocks <input type="checkbox"/> Bristle Blocks <input type="checkbox"/> Lincoln logs <input type="checkbox"/> Tinker Toys <input type="checkbox"/> Small blocks, inch cubes <input type="checkbox"/> Magnetic Blocks
Art Materials	<input type="checkbox"/> Crayons, watercolor markers <input type="checkbox"/> Colored pencils <input type="checkbox"/> Paints ( <i>tempera, watercolors, finger-paints</i> ) <input type="checkbox"/> Paper <input type="checkbox"/> Tools ( <i>hole punch, scissors stencils</i> ) <input type="checkbox"/> Playdough, clay
Manipulatives	<input type="checkbox"/> Beads and strings in various sizes, colors, shapes <input type="checkbox"/> Lacing cards with strings <input type="checkbox"/> Pegs with peg boards <input type="checkbox"/> Parquet shapes or other shapes used to make designs <input type="checkbox"/> Zip, snap, and button toys, such as dolls with clothes to fasten or dressing frames <input type="checkbox"/> Snaps <input type="checkbox"/> Links <input type="checkbox"/> Nuts and bolts <input type="checkbox"/> Other toys with pieces to link or fit together, such as pop beads, snap cubes, magnetic blocks, Mr. Potato Head, toy train tracks <input type="checkbox"/> Gears
Puzzles	<input type="checkbox"/> Puzzles <input type="checkbox"/> Picture puzzles in frames with differing numbers of pieces <input type="checkbox"/> With knobs <input type="checkbox"/> Puzzles without frames, such as floor puzzles, jigsaw puzzles

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Art

- Toddlers—3 drawing materials 3 times a week is recommended
- Older children—3-5 materials from 4 categories daily is recommended.
- Must be accessible for much of the day for preschoolers/school-agers; 3 times a week for toddlers; all art materials should be safe and non-toxic for children under 3 years old

**Young toddler (12-23 months):**

**Older toddler (24-36 months):**

<input type="checkbox"/> Large, non-toxic crayons <input type="checkbox"/> Large paper taped to a surface <input type="checkbox"/> Non-toxic finger paint <input type="checkbox"/> Large, non-toxic chalk	<input type="checkbox"/> Watercolor markers <input type="checkbox"/> Tempera paints <input type="checkbox"/> Painting tools, such as paint brushes of various widths w/short handles <input type="checkbox"/> Paper of different sizes and colors <input type="checkbox"/> Easy-to-use scissors <input type="checkbox"/> Unbreakable chalk board with chalk and erasers <input type="checkbox"/> Play dough to manipulate with fingers and with simple tools ( <i>rollers, plastic or wooden utensils that are safe and free of sharp or pointed ends, but not cookie cutters</i> ) <input type="checkbox"/> Large self-stick stamps, stickers, and tape <input type="checkbox"/> Scrap paper and cut-out pictures for collage with glue sticks
--	---

**For Preschoolers/School-agers:**

<b>Drawing Materials</b>	<input type="checkbox"/> Paper <input type="checkbox"/> Nontoxic markers <input type="checkbox"/> Crayons <input type="checkbox"/> Colored Pencils/Pencils
<b>Paint Materials</b>	<input type="checkbox"/> Finger paint <input type="checkbox"/> Water-color paints <input type="checkbox"/> Tempera paints <input type="checkbox"/> Appropriate brushes
<b>Three-dimensional materials</b>	<input type="checkbox"/> pipe cleaners <input type="checkbox"/> wood for gluing <input type="checkbox"/> craft/popsicle sticks
<b>Collage materials</b>	<input type="checkbox"/> felt <input type="checkbox"/> magazine pictures <input type="checkbox"/> yarn <input type="checkbox"/> cotton balls <input type="checkbox"/> pom-poms <input type="checkbox"/> sequins <input type="checkbox"/> feathers <input type="checkbox"/> natural objects <input type="checkbox"/> cardboard tubes
<b>Tools</b>	<input type="checkbox"/> safe scissors

- ☐ stencils
- ☐ staplers
- ☐ brushes
- ☐ hole punches
- ☐ sponges
- ☐ tape dispensers with tape
- ☐ rollers
- ☐ tools to use with play dough

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Music and Movement

- *At least 10 musical toys (3 for each age group)*
- *Must be accessible for "Much of the Day"*

### Adult-initiated:

- ☐ Tape recording a child or a group singing and playing it back for them to listen to
- ☐ Singing to a child during handwashing
- ☐ Playing recorded music for children to listen to
- ☐ Humming and rocking a baby to sleep
- ☐ Chanting and doing finger plays
- ☐ Singing softly to children before or after naptime
- ☐ Singing a "clean up" song during transitions
- ☐ Encouraging children to clap to music
- ☐ Singing while using puppets with a small group of children
- ☐ Singing and playing records of different tempo
- ☐ Singing in different pitches
- ☐ Playing a simple musical toy for a child
- ☐ Playing a musical instrument alongside children playing the same instrument

### Child-initiated:

- ☐ Pulling or pushing toys that make musical sounds when rolled
- ☐ Playing with noise-making rattles
- ☐ Shaking wrist bells
- ☐ Banging cymbals or clackers
- ☐ Pressing keys or buttons on musical toys
- ☐ Grasping and shaking soft objects with bells inside
- ☐ Using beaters on drums, xylophones, or bells

### Movement experiences

- ☐ Dancing while holding a non-mobile infants, so he can feel the movements w/music
- ☐ Holding hands with one or two children and swaying to music
- ☐ Gently bouncing a child on lap to rhythms or a song
- ☐ Encouraging older infants and toddlers to move to recorded music as a free choice activity
- ☐ Encouraging 2-year olds to dance or move to the tempo of

	<p>music</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encouraging children to clap to different rhythms</li> <li><input type="checkbox"/> Encouraging a small group to move and dance with musical instruments or scarves</li> </ul>
<p>Various types of music—at least 3 different types used regularly</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Vocal and instrumental music</li> <li><input type="checkbox"/> Children's song</li> <li><input type="checkbox"/> Opera</li> <li><input type="checkbox"/> Classical</li> <li><input type="checkbox"/> Jazz</li> <li><input type="checkbox"/> Lively or quiet</li> <li><input type="checkbox"/> Rock</li> <li><input type="checkbox"/> Reggae</li> <li><input type="checkbox"/> Rhythm and Blues</li> <li><input type="checkbox"/> Lullabies</li> <li><input type="checkbox"/> Rap</li> <li><input type="checkbox"/> Folk songs</li> <li><input type="checkbox"/> Country and Western</li> </ul>

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Blocks

- At least 2 sets of different types for each age group
- Must be accessible for "Much of the Day"

### *Toddlers:*

- ☐ Lightweight, hollow brick blocks made of card-board
- ☐ Fabric covered blocks
- ☐ ABC wooden blocks larger than 2"
- ☐ Hard and soft plastic blocks of different sizes
- ☐ Geometric-shaped blocks used with shape sorters
- ☐ Blocks with bells inside
- ☐ Homemade blocks
- ☐ Wooden or hard foam unit blocks

### *Preschool/Kindergarten:*

- ☐ Unit blocks
- ☐ Large hollow blocks
- ☐ Homemade blocks
- ☐ Accessories
- ☐ Animals of various types, including farm animals, zoo animals, pet animals, or dinosaurs
- ☐ Sets of people, such as families of different races and ages or community helpers
- ☐ Small vehicles, such as cars, trucks, or airplanes

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Dramatic Play

- Must be accessible for "Much of the Day"



Themes - 2 themes	<input type="checkbox"/> Office play <input type="checkbox"/> Restaurants <input type="checkbox"/> Construction workers <input type="checkbox"/> Medical <input type="checkbox"/> Farmer or gardener <input type="checkbox"/> Fantasy <input type="checkbox"/> Leisure
-------------------	--

Infant:	Toddlers:	Preschool:
<p><i>(3-5 examples of materials recommended):</i></p> <input type="checkbox"/> Dolls <input type="checkbox"/> Soft animals/ vinyl <input type="checkbox"/> Pots and Pans <input type="checkbox"/> Toy telephones	<p><i>(2 or more of each recommended):</i></p> <input type="checkbox"/> Dress-up clothes (some required) <input type="checkbox"/> Child sized furniture <input type="checkbox"/> Cooking/eating equipment <input type="checkbox"/> Play foods <input type="checkbox"/> Dolls <input type="checkbox"/> Doll furnishings <input type="checkbox"/> Play buildings with accessories <input type="checkbox"/> Toy telephones <input type="checkbox"/> Soft animals/ vinyl	<input type="checkbox"/> Dress-up clothes (some required) <input type="checkbox"/> Shirts/blouses for men and women <input type="checkbox"/> Dresses, skirts, pants jackets <input type="checkbox"/> Footwear <input type="checkbox"/> Ties <input type="checkbox"/> Aprons for cooking <input type="checkbox"/> Uniforms of various work roles <input type="checkbox"/> Hats of many types <input type="checkbox"/> Accessories, jewelry, hair clips, purse, tote bags, briefcases

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Math/number

- 5 different materials for each age group
- Must be accessible for “Much of the Day”

Infants and Toddlers:	Preschoolers:	School-agers:
<input type="checkbox"/> Rattles of various shapes <input type="checkbox"/> Nested cups <input type="checkbox"/> Cradle gyms with hanging shapes <input type="checkbox"/> Stacking rings <input type="checkbox"/> Numbers and shape board books <input type="checkbox"/> Shape sorters <input type="checkbox"/> Simple shape puzzles <input type="checkbox"/> Toy telephones	<p><i>Small objects used in counting activities</i></p> <input type="checkbox"/> Balance scales <input type="checkbox"/> Rulers <input type="checkbox"/> Number puzzles <input type="checkbox"/> Magnetic numbers <input type="checkbox"/> Geometric shapes <input type="checkbox"/> Attribute blocks <input type="checkbox"/> Books on counting and shapes <input type="checkbox"/> Number games	<input type="checkbox"/> Rulers <input type="checkbox"/> Tape measures <input type="checkbox"/> Number lines <input type="checkbox"/> Unit rods and cubes <input type="checkbox"/> Geo boards <input type="checkbox"/> Math card and board games <input type="checkbox"/> Calculators <input type="checkbox"/> Parquetry blocks

<input type="checkbox"/> Cash registers w/numbers	<input type="checkbox"/> Dominoes, number lotto	
---	---	--

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Nature and Science

- Daily experience with living plants or animals indoors
- At least 9 different examples with at least 3 of the 4 categories
- Must be accessible for “Much of the Day”

	<i><b>Pictures:</b></i>	<i><b>Toys:</b></i>
Books, Pictures, Toys	<input type="checkbox"/> Posters <input type="checkbox"/> Photographs <input type="checkbox"/> Drawings	<input type="checkbox"/> Realistic zoo & farm animals, insects <input type="checkbox"/> Puzzles w/ realistic nature or science content <input type="checkbox"/> Scent boxes <input type="checkbox"/> Realistic plastic vegetables and fruits <input type="checkbox"/> An infant mat with realistic nature or science pictures displayed <input type="checkbox"/> Realistic animal-shaped rattles <input type="checkbox"/> Mobile with realistic birds or butterflies that infants can play with <input type="checkbox"/> Large magnets that toddlers can experiment with <input type="checkbox"/> Magnifying glasses for older toddlers
Collections of natural objects	<input type="checkbox"/> Leaves <input type="checkbox"/> Seashells <input type="checkbox"/> Rocks <input type="checkbox"/> Different types of wood <input type="checkbox"/> Pinecones	



	<input type="checkbox"/> Birds' nest
Nature/Science activities	<input type="checkbox"/> Magnets <input type="checkbox"/> Magnifying glasses <input type="checkbox"/> Sink and float <input type="checkbox"/> Shaking cans filled with differing substances <input type="checkbox"/> Smelling <input type="checkbox"/> Plastic translucent color paddles <input type="checkbox"/> Rain gauge <input type="checkbox"/> Cooking scale
Living things	<input type="checkbox"/> House plants <input type="checkbox"/> Garden <input type="checkbox"/> Pet <input type="checkbox"/> Window bird feeder <input type="checkbox"/> Aquarium with fish, snails or other animals <input type="checkbox"/> Ant farm <input type="checkbox"/> Worm farm <input type="checkbox"/> Butterfly hatching kit <input type="checkbox"/> Eggs that hatch
Notes: _____ _____ _____	
Sand and Water Play	<ul style="list-style-type: none"> <li>• Applies to children age 18month to 5 years</li> <li>• Sand/Water available daily</li> <li>• Variety of toys accessible (to measure, dig, scoop, pour, fill, empty, experiment with, explore and learn)</li> <li>• Different activities for Water: <ul style="list-style-type: none"> <li>• Bubbles added</li> <li>• Color added</li> <li>• Wooden or plastic boats used</li> <li>• Sink and float experiment done with water play</li> <li>• Sponges and nonporous objects used to compare</li> <li>• Shells or toy sea creatures added</li> <li>• Small water droppers and large basters used</li> <li>• Plastic pipes used to route water</li> </ul> </li> <li>• Different activities for Sand: <ul style="list-style-type: none"> <li>• Wet sand used instead of dry, with toys that can be used to mold sand</li> <li>• Cars and trucks added</li> <li>• Small people added</li> <li>• Another material used instead of sand</li> <li>• Tools to make differing designs in sand provided</li> <li>• Small animal toys used</li> </ul> </li> </ul>
<u>Types of sand/water containers:</u> <input type="checkbox"/> Dishpans	<u>Sand/water toys: (to measure, dig, scoop, pour, fill, empty and experiment with)</u>

<input type="checkbox"/> Plastic bins <input type="checkbox"/> Sand boxes <input type="checkbox"/> Sand pits <input type="checkbox"/> Various types of tables <input type="checkbox"/> Tubs <input type="checkbox"/> Bucket <input type="checkbox"/> Sinks (not used for hand washing) <b><u>Water toys:</u></b> <input type="checkbox"/> Sponges <input type="checkbox"/> Things that sink or float <input type="checkbox"/> Turkey basters <input type="checkbox"/> Spray bottles <input type="checkbox"/> Pumps to experiment with	<input type="checkbox"/> Measuring cups <input type="checkbox"/> Unbreakable Containers <input type="checkbox"/> Funnels <input type="checkbox"/> Plastic tubes <input type="checkbox"/> Molds <input type="checkbox"/> Shovels <input type="checkbox"/> Trowels <input type="checkbox"/> Pails <input type="checkbox"/> Rakes <input type="checkbox"/> Sifters <input type="checkbox"/> Sand / water wheels <input type="checkbox"/> Pipes <input type="checkbox"/> Scoops
Notes: _____ _____ _____	
<div> <div> <b>Promoting Acceptance of Diversity</b> </div> <div> <ul style="list-style-type: none"> <li>• At least 4 examples of racial/cultural diversity in props and or materials</li> <li>• Diversity is shown in a positive way</li> <li>• Inclusion of diversity as part of daily routines and play must be observed</li> <li>• Activities to help to promote understanding and acceptance of diversity must be included</li> </ul> </div> </div>	
<b><u>Books, pictures, toys, print and AV materials:</u></b> <input type="checkbox"/> Races <input type="checkbox"/> Cultures <input type="checkbox"/> Ages <input type="checkbox"/> Abilities <input type="checkbox"/> Gender	<b><u>Props:</u></b> <input type="checkbox"/> Dress up clothing (representing different countries and customs) <input type="checkbox"/> Dolls and puppets (representing people of different cultures) <input type="checkbox"/> Small toy people representing various ethnic groups, for use with blocks <input type="checkbox"/> Play food representing different cultures <input type="checkbox"/> Cooking utensils representing different cultures <input type="checkbox"/> Baby carriers from different cultures <input type="checkbox"/> Play money from different countries <input type="checkbox"/> Pieces of fabric or blankets typical of different cultures <input type="checkbox"/> Real equipment used by people with disabilities <input type="checkbox"/> Equipment for dolls representing certain disabilities
<b><u>Diversity as part of daily routines:</u></b> <input type="checkbox"/> Ethnic foods are served often as meals or	<b><u>Diversity as part of play activities:</u></b>

<p>snacks</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff use some words in different languages to talk about routines</li> <li><input type="checkbox"/> Music from varying cultures is used at naptime</li> <li><input type="checkbox"/> Staff say hello or goodbye in different languages</li> <li><input type="checkbox"/> Family traditions and utensils are provided at meals and snacks, if desired</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cooking activities, foods representative of other cultures are prepared by children</li> <li><input type="checkbox"/> Bingo is played in different languages</li> <li><input type="checkbox"/> Children regularly dance to music from various cultures</li> <li><input type="checkbox"/> Art materials and activities associated with different cultures are used - colored sands for sand paintings, clay for making pottery, origami paper folding activities</li> <li><input type="checkbox"/> Musical instruments representing various cultures</li> <li><input type="checkbox"/> Children celebrate winter holiday of many different cultures</li> <li><input type="checkbox"/> People come in to teach children folk songs of different countries</li> <li><input type="checkbox"/> Children learn dances from different countries</li> <li><input type="checkbox"/> Children see a video of games children play in other countries</li> </ul>
--	--

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Use of TV, video and/or Computer

- Staff are actively involved in use of equipment (participate in activities, watch and discuss videos with children, do activities suggested in educational TV programming, help children learn to use computer)
- Materials used are non-violent, culturally sensitive, and/or “good for children” (Sesame St., Educational Videos, Educational computer games)
- Time children are allowed to use computer or TV is limited to no more than 30 minutes total, once a week (Computer turns should not exceed 15 minutes per day, but should not exceed the 30 minutes weekly)
- 2 or more alternative activities are accessible to children while TV/Computer is being used but carries no negative message
- Use of this equipment is optional
- Not recommended for children under the age of 24 months

### Encourage Active Involvement:

- |   |   |
|---|---|
| <input type="checkbox"/> Dance                    | <input type="checkbox"/> Exercise   |
| <input type="checkbox"/> Play musical instruments | <input type="checkbox"/> Creative drawing or painting                       |
| <input type="checkbox"/> Finger plays             | <input type="checkbox"/> Think and solve problems (computer games)          |
| <input type="checkbox"/> Sing                     | <input type="checkbox"/> Support and extend classroom themes and activities |
|   | <input type="checkbox"/> Add to children’s experiences                      |

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Active Physical Play

- Non-mobile infants should be allowed to move freely to the extent they are able
- Older children should be given developmentally appropriate opportunities to practice gross motor skills
- Outdoor area for play is used 1 hour daily year round, weather permitting
- Outdoor space has two more types of surfacing for different types of play
- Play area is not crowded or cluttered and has some protection from the elements
- Fences surrounding the play area must completely enclose the play space and measure at least 42" in height, the latches measure 34-48" in height and any slat space or gaps should be 4" or less.
- Ample materials/equipment for physical play to keep children active and interested.

### Infants:

- ☐ Outdoor pad or Blanket
- ☐ Crib gym
- ☐ Small push toys
- ☐ Balls
- ☐ Sturdy equipment to pull up on
- ☐ Ramps for crawling

### Toddlers:

- ☐ Riding Toys without pedals
- ☐ Large push-pull wheel toys
- ☐ Balls and bean bags
- ☐ Age-appropriate climbing equipment
- ☐ Slide
- ☐ Cushions or rugs for tumbling
- ☐ Tunnels
- ☐ Large cardboard boxes

### Preschool/Schoolagers:

- ☐ Climbing equipment
- ☐ Riding toys
- ☐ Wagons
- ☐ Balls
- ☐ Low basketball hoop

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Resource: Virginia Early Childhood Foundation for Virginia Quality (2016). *Virginia Quality Technical Assistance Specialist Toolkit*.  
<http://smartbeginnings.org/Portals/5/PDFs/VSQI/Final%20Toolkit%203.23.16.pdf>

Harms, T., Cryer, D., & Clifford, R.M. (2007). *Family Child Care Environment Rating Scale (Revised Edition)*. New York: Teachers College Press.

# Appendix 3: Daily Playground Checklist



## Appendices

# Daily Playground Safety Checklist

Week Starting: \_\_\_\_\_ (mm/dd/yyyy)

	Monday	Tuesday	Wednesday	Thursday	Friday	Comments
1. Make sure surfaces around playground equipment have at least 9 inches of wood chips, mulch, sand, pea gravel, or have mats made of safety-tested rubber or rubber-like materials.						
2. Check that protective surfacing extends at least 6 feet in all directions from play equipment. Make sure that slide exits are clear from all equipment / objects.						
3. Make sure play equipment more than 30 inches high are spaced at least 9 feet apart.						
4. Check for dangerous hardware, like open "S" hooks or protruding bolt ends.						
5. Make sure spaces that could trap children, such as openings in guardrails or between ladder rungs, measure less than 3.5 inches or more than 9 inches.						
6. Check for sharp points or edges in equipment.						
7. Look out for tripping hazards, like exposed concrete footings, tree stumps, and rocks.						
8. Make sure elevated surfaces, like platforms and ramps, have guardrails to prevent falls.						
9. Check all areas of the playground to verify that they are in good condition. This may include, but is not limited to checking for animal feces, garbage and standing water.						
10. Check to make sure that there are no areas that create supervision issues on the playground.						

V - Item checked

X - Item checked, issue noted

N/A - Not applicable, item not checked

\* Attach additional comments on separate sheet.



